



SEND Information Report

For academic year 2019-2020

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
SEN Governor:	Mrs Dawn Ferguson-Smith
School Offer link:	www.mount-charlessch.org/web/inclusion/395703

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: www.mount-charlessch.org/web/inclusion/395703

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 SEN.
- ✓ 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
 - 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 by 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.

Numbers of pupils with SEN

SEND Numbers 2019-20, Including the Area Resource Base	
Statement/EHC Plan	19
SEN Support	51
Total	70

Specific needs of SEND pupils 2019-20 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)	11
Sensory and/or Physical	3
Cognition and Learning (including Dyslexia)	13

Communication and Interaction (including ASD)	43
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NB. Data from 20/07/2020 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 structured during lunchtimes, visual timetables, Widget symbols to support changes, Transition photograph books.
- ✓ Cognition and Learning – Read Write Inc group and individual interventions, 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 starting a partnership with the Mental Health Support Team.
- ✓ 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 the provision is having on the child both within the intervention and within the classroom environment through meetings and general formative assessment.

Progress of Pupils with SEND 2019-2020

Data is not available this year due to Covid- 19 Lockdown.

Distribution of Funds for SEND:

During 2019-2020 this was allocated in the following ways:

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

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Working with small groups within the classroom.
- ✓ Working with small intervention groups.
- ✓ Working with individual children in interventions.
- ✓ Working with individual children within the classroom.
- ✓ 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.

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

Continuing Development of Staff Skills:

Staff training 2019-20 included:

- RWI/Fresh Start training
- Lego Therapy Training
- Team teach training (Physical restraint)
- Vision Impairment and Sensory Support
- Behaviour Support training
- Monthly Teaching Assistant training to ensure cascading of information and upskilling across a range of areas.
- Area Resource Base curriculum training

Whole school training this year has included:

- Support reviewing the Record of Need for teachers
- TIS training
- RWI development days
- Maths mastery training
- Health and Wellbeing training

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 within and outside the Cornwall Education Learning Trust. These continued virtually during the Covid -19 Lockdown.
- ✓ Year groups and subject leader liaison across the Trust.
- ✓ Sharing of good practice ideas.

One child 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 two children with Education and Health Care Plans to their chosen Secondary Schools.

We ensure that the transition from Nursery to Reception is smooth by contacting all Nurseries early in the summer term with a comprehensive transition form, teachers and SENDCo visit the Nurseries and become involved in any meetings with parents. However, due to the Covid 19 pandemic this could not take place. Instead, phone calls were made early in the Summer Term to early years settings and Teams Meetings and phone calls to parents were arranged. Teachers made videos to introduce themselves to their class and social stories and photographs were put on the school website.

Across all transition points from year to year teachers made videos for their new classes. Phone calls were made to each family by the class teacher. Social stories were also sent home with photographs of the members of staff working in each bubble. Where necessary, we facilitated the new class teacher to be on a gate at drop off time so that any children that needed to meet them could do at a safe distance. This was to enable them to start building relationships.

The transition from year 6 to secondary school was supported through close liaison with the class teachers, SENDCo from Mount Charles with the staff from the Secondary schools. Children were given virtual tours of their new schools.

Throughout the lockdown. Parents were phoned weekly of the children with EHCPs and were able to contact the school via 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. These were planned for in July 2020.

From September, the government announced plans for all children to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus->

Mount Charles School will be providing the following:

- Children will be taught in year group bubbles.
- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take 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 may have.
- Children will have access to the provisions listed in the School Offer that can be delivered whilst adhering to government guidance. These include:
 - 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 will take place within bubbles. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene routines.
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- Children will have access to Communication Support Plans should they need one.
- SEND support plans will continue to be in place for children on the SEND register and reviews will be conducted.
- EHCP annual reviews or meetings will be held via Microsoft Teams/Telephone calls with professionals and parents.
- Outside agencies will begin providing interventions within school or online via Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

For more information on the support given during lockdown, please read the SEND section of the Lockdown Review.

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	Termly
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:

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 0 formal 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:

www.mount-charlessch.org/web/inclusion/395703

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

www.mount-charlessch.org/web/inclusion/395703

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 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.

The Governing Body approved this SEN Information Report on: 02/12/2020