

SEND ANNUAL INFORMATION REPORT – JULY 2020

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Name of Head teacher: Ben Stephenson

Name of SEND Governor: Sheena Morton

Name of Parent Support Advisor: Sherrill Ellery

Our 'school offer', including our graduated response, can be found on our school website <https://nanstallonschool.co.uk/parents/send/>

The 'local offer' can be found at <https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

Our 'SEND' policy can be found on our school website <https://nanstallonschool.co.uk/parents/send/>

Our 'Equality & Diversity' policy can be found on our school website <https://nanstallonschool.co.uk/parents/send/>

Our Whole School Approach to Teaching and Learning:

Our teaching and learning style is based on the 'Learning Powered Approach' defined by Guy Claxton as *"a way of teaching for teachers who value politeness and success, but who value other outcomes even more. They want to see children do as well as they can on the tests, to learn to read and write and do their maths, but – more than that – they also want them to grow in their independence, resourcefulness, creativity, curiosity; and capacity for thinking about and exploring important matters deeply – for themselves."* (*'Powering Up Children'* by Guy Claxton and Becky Carlzon; 2019; p9)

Nanstallon School prides itself on being inclusive with 'High Quality Teaching and Learning' for every child, no matter what their need or disability. All the teachers at our school are responsible for the teaching, learning and progress of every child in their care.

In September 2019, we created a fifth classroom which meant that our class sizes could be reduced, allowing for better adult to child ratios.

Our 'graduated response', which can be found on our 'school offer', ensures that the teaching and learning for all our children at Nanstallon School is inclusive, differentiated and personalised for individual needs and learning styles.

The children in EYFS use the online tool 'Tapestry' to record their learning; since September 2019, learning by Year 1 children has also been recorded in this way. Since October 2019, our school has been using the online app 'Seesaw' to set and record work for pupils in year groups 2 to 6.

During the 'lockdown' period of COVID19, 'Seesaw' and 'Tapestry' were used successfully to set daily activities/tasks for the children to continue their learning; we were able to communicate daily with the children, and their parents, and ensure that everyone was safe, happy and developing their skills and knowledge that they had gained during the previous two terms at school this year.

Our pastoral support arrangements for supporting the emotional and social development of all our children, including those with SEND, is set out in our 'school offer'.

Our measures to prevent bullying can be seen in our anti-bullying policy which is on our website.

How We Listened to the Views of our Pupils and Parents this Year

What	Who	When
Informal discussions	All pupils and parents	Daily
Parent's Evenings/Reports	Parents and pupils	Autumn term Spring term Summer term reporting affected by COVID19
Assess, Plan, Do, Review progress meetings	Parents and pupils	At the end of each cycle of the ASPD review process
School Council	pupils	Every half-term
Questionnaires and/or surveys	Parents, pupils	termly
SEND staff meetings	staff	Half termly and when required
Home-school book, if required	Individual children	daily

Communication through email, Seesaw and Tapestry	parents	As required These platforms were key communication devices during the lockdown period of COVID19.
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How we identified and monitored the children that needed Additional to and/or Different Provision in our School

- ✓ Teacher’s monitored children’s work regularly and highlighted concerns about children’s learning difficulties, emotional issues and/or disabilities to our SENCo.
- ✓ Our ‘graduated response’ guided teachers through the step by step process of decision making regarding additional needs and/or different provision required.
- ✓ We updated our ‘strengths and barriers to learning’ document for all our children to track progress made.
- ✓ Regular half termly staff meetings were held with all key staff members to discuss the children with SEND. This continued during ‘lockdown’ via ‘zoom’.
- ✓ Individual pupil conferencing with all children and their class teacher in Maths and English
- ✓ We employed outside agencies to support us with children with SEND where required: Educational Psychologists; Behaviour Support Team; Speech and Language Therapist; Occupational Therapists
- ✓ We used preschool records to help us identify the needs of children with SENCo that were joining us in September 2019
- ✓ We ensured that we contacted schools of children joining us mid-year to get an accurate account of their learning needs
- ✓ Monitoring provision – lesson study; learning walks
- ✓ Governor oversight through linked monitoring with core subject leads

The ‘Assess, Plan, Do, Review’ Cycle

We updated our ‘assess, plan, do, review’ process in September 2019 – details of which can be found in our SEND policy and ‘school offer’.

For children on our ‘Record of Need’ an ‘assess, plan, do, review’ cycle is established by the SENCo in partnership with the children, their parents and the class teacher.

SEND Provision

During the academic year 2019-2020, we had 10 children receiving SEND support on 'Targeted Support' (stage 3) or above on our graduated response, and 0 children currently with an Education, Health and Care Plan – we have made application for an EHCP for 1 child.

This year, the provision made for our children on our 'record of need' has been:

Communication & Interaction (*difficulties with communication/speaking and/or finding it difficult getting on with others*): Speech and Language therapy with TA and speech therapist if required

Cognition & Learning (*thinking and learning difficulties*): small group work/individual support; intervention focused on areas of need as and when required

Social, Emotional and Mental Health issues: small group work/individual support. Intervention focused on area of need – this year we have worked with an outside agency to support us deliver an individual forest school experience for a child with SEMH issues.

Sensory &/or Physical issues: Intervention is focused on area of need – eg. quiet areas provided; sensory toys; large open spaces to move in. This year we have paid for a private sensory assessment to help support one of our children with sensory needs.

Deployment of Support Staff

This year our support staff has been deployed in a number of ways:

- ✓ Support in classrooms
- ✓ 1:1 provision
- ✓ Small group interventions
- ✓ Playground support
- ✓ Lunchtime support
- ✓ First Aid
- ✓ Support for medical needs if required

Distributions of SEND Funding

- ✓ 1:1 support
- ✓ External agencies
- ✓ Teaching and Learning resources
- ✓ Well-being provision
- ✓ Staff training

Staff Training

CPD	Date	Who
Trauma Informed Schools	January 2020 - ongoing	Hebe Smallcombe
Early Trauma and Attachment - Kernow Play Therapy	November 2019	Whole Staff Team
Lego Therapy	January 2020	SEnCo, Teaching Assistants
Safeguarding Level 2 refresher	February 2020	Whole Staff Team

Once staff have completed training they feed back to other staff members, as required, in staff meetings. TAs have led staff meetings on courses they have attended.

Partnerships with other schools and Transitions

This year we have worked with the following schools in the following ways:

School	partnership
St Wenn	School training; maths days; Peer Review
Nanpean	Peer Review
Bodmin College	Sports / transition

Due to heightened restrictions from Covid19 during the summer term, transitioning arrangements have been altered from previous years. During the phased return in June and July 2020, our year 6 children had several transition circle times to share thoughts and concerns before their move onto secondary school in September.

One child on our Record of Need, 2019-2020, will be transitioning onto their secondary school in September 2020. Before lockdown, this child had been having a morning session of one to one support to encourage and enable her to work independently, ready for her move to Secondary School in September.

During lockdown, this child has attended school every day and received one to one sessions where she was able to ask questions and share her concerns, to ensure that she felt ready both socially and emotionally for the move to secondary school. All three secondary's have not offered any face-to-face visits.

The school has not contacted us about this child, but we will contact the school in September to ensure that all required information about this child has been received.

Children entering their first year at school, in the Reception class, are attending a half-day session in a group of 9 with teachers and teaching assistants working across Reception and KS1. The usual transition sessions (3x half-days) we offer has not been feasible this year due to the 'lockdown'. Parents and the new intake of reception children have been able to visit their new classroom and learning environments with the teacher/EYFS lead on a one to one basis before the summer holidays to answer any questions, become familiar with the school setting and say 'hello'. Additionally, we have made and released a comprehensive induction video to all the new families.

We have adapted our starting dates for the new academic year to help the Reception children settle quickly into their new class. As a school, we have decided to dedicate the first day of the new academic year, 3rd September 2020, for the new reception children and their parents. This means that all staff members can spend time with the new children and parents whilst, at the same time, allowing the new parents and children to become familiar with their new setting, routines and staff. During the second day of the new term, 4th September 2020, the new reception children will be joined by the year 1 children to allow a 'buddy' system to take place; no other children will be in school until Monday 7th September 2020.

Ongoing Development:

Our SENCo is beginning the SENCo award training in September 2020, in association with Plymouth University.

Our Complaints procedure:

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

Anyone wishing to make a complaint with regard to SEND support and provision should contact the school SENCo or Headteacher.

Other Relevant Information and Documents

- The Designated Safeguarding Lead (DSL) in our school is Ben Stephenson
- The Designated Children in Care person in our school is Ben Stephenson
- Our school's accessibility plan can be found at:
<https://nanstallonschool.co.uk/parents/send/>
- Our school's positive behaviour policy can be found at:
<https://nanstallonschool.co.uk/key-information/policies/>
- Equal opportunities policy can be found at: <https://nanstallonschool.co.uk/key-information/policies/>
- Safeguarding Policy can be found at: <https://nanstallonschool.co.uk/key-information/policies/> or <https://nanstallonschool.co.uk/key-information/safeguarding/>

Governing body approved: 21-07-20