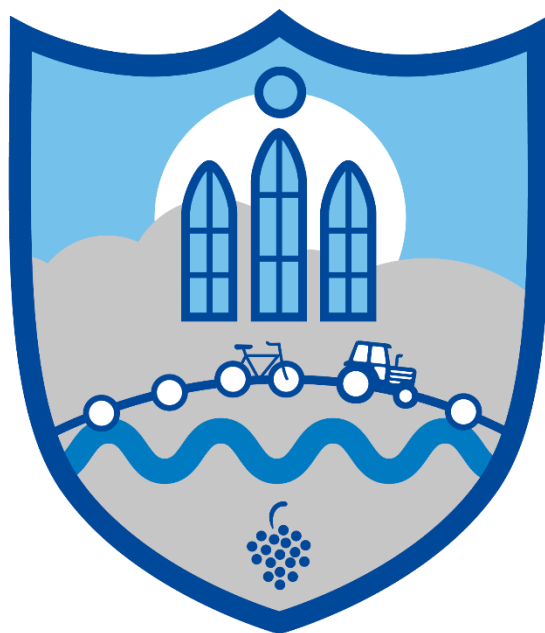


# SEND ANNUAL INFORMATION REPORT – JULY 2021



NANSTALLON SCHOOL



#### NANSTALLON VISION:

*Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.*

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<b>Contact phone:</b>	01208 831418
<b>Name of Head teacher:</b>	Ben Stephenson
<b>Name of SEND Governor:</b>	Sheena Morton
<b>Name of Parent Support Advisor:</b>	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 'Sensory Integration' policy can be found on our school website <https://nanstallonschool.co.uk/parents/send/>

## **OUR SCHOOL VALUES**

Unity    Courage    Equality and Inclusion

Collective Responsibility    Work Ethic

## **Our Approach to Teaching and Learning:**

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.

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

The overarching aim at Nanstallon School, is to take a universal approach to provide an environment and learning provision that meets the learning needs of all children, regardless of background or circumstance. We therefore make it part of our intent to use a trauma-informed and special needs lens to design and deliver the curriculum.

Teaching children to be self-regulated and use metacognitive skills is a long term aim; a sensory integrated curriculum approach is essential to meet this end. Promoting sensory integration is a vital aspect of our work in helping our pupils to be ready to learn – it has grown out of our belief that the physical and emotional well-being of our pupils is the foundation for their ability to make sense of the cognitive demands of the educational curriculum.

Our school values and \*QI skills form the base of our teaching and learning.  
△Characteristics of Effective learning (CoEL) support and enhance the QI skills.

### \*QI skills

The following 7 \*QI skills form part of the learning language in our school. They are underpinned in all aspects of school to achieve our aim of full inclusion.

ME – Self-management skills that include self-awareness, self-regulation, self-control, attention, focus. Also, decision-making skills which allow us to manage, regulate, and control our emotions and behaviour.

WE – These are the people skills that allow us to understand, share and “play well” with others, including the language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration and teamwork.

WHY – Skills that include questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.

WILL – Self-motivation and drive define these critically important skills, including a can-do attitude, conscientiousness, determination, gumption, persistence, perseverance, and focus put into action.

WIGGLE – Physical and intellectual restlessness make up the WIGGLE skills that play a key role in putting WHY and WILL into action. We recognise that children need to move and interact in order to learn well.

WOBBLE – Skills that allow for, build and foster agility, adaptability, resilience, and confer the ability to face, overcome, and learn from failure.

WHAT IF? – Encompassing curiosity, imagination, and creativity, these are the skills that ultimately allow us to understand not just how the world is, but envision how it could be.

*\*Dr Laura Jana - paediatrician, educator, author and health communicator*

### △Characteristics of Effective Learning (CoEL)

CoEL is used in all early years’ settings. Underpinning the CoEL is the understanding that children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives.

The 3 CoEL are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’

- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### Life Skills

We supplement our curriculum with 'life skills'. The Life Skills Framework promotes development in:

- **Social literacy** including social and emotional skills and personal behaviour
- **Economic literacy** including budgeting and career aspiration
- **Cultural experience** including the arts, participation in sports and community and wider social experience
- **Linguistic skills** including participation, self-expression and command of Standard English

This year our life skills have focused on:

#### **KS1:**

- forest school
- cooking
- sewing
- Ball skills

#### **KS2:**

- poetry and performance sessions
- photography
- yoga
- music
- first aid

### Our School Environment

Our school environment supports pupil's needs. We have a large outdoor area for reception and KS1 pupils which includes an outdoor classroom, mud kitchen, large sand pit, water play, creative station, reading area, plus much more. This year, these pupils had access to two classrooms, one of which was designated as a quiet, sensory room.

Our Y3 and Y4/5 classrooms have direct access to their own outside learning environment where learning is enhanced and developed (gardening; maths; music; poetry; story

telling ...). Although the Y5/6 classroom does not have direct access to their own outside area, all the pupils regularly use the school's vast outside provisions to enhance their learning.

We have our own forest school area and this year, all pupils had regular weekly forest school sessions. PE supports not only physical needs but mental health and emotional wellbeing and so, for this reason, we have ensured that weekly PE lessons occurred at least twice weekly for all pupils. This year we also held a sports week where all pupils were actively encouraged to join in, develop and learn new skills, from swimming (for years 5 and 6) to Frisbee throwing; hand ball to tennis.

#### Digital learning platform: 'Seesaw'

Pupils from Year Reception to Year 6 use the online platform 'seesaw' to record their work. Teachers are able to use 'seesaw' to set learning tasks and provide feedback to pupils. By using 'seesaw', parents are able to view their child's work and communicate with their child's class teacher if required. School is able to post important information for pupils and parents on this app: this has improved communication between home and school. During the 3<sup>rd</sup> lockdown, in January 2021, 'seesaw' was used successfully to support pupils being home-schooled. Pupils attending school were kept in their own class and taught by their own teacher. Any pupils not attending school were able to access their learning via 'seesaw'. Teachers recorded live lessons/stories in school with their class and posted the videos for the home learners to access. Staff were able to communicate daily with the children at home (and their parents if required) and ensure that everyone was safe, happy and developing their skills and knowledge they had gained during the previous autumn term. For pupils who were unable to access the 'seesaw' home learning activities due to poor internet connections, arrangements were put into place to send work home. Our parent support advisor arranged weekly phone calls for the parents of those pupils to provide support during the lockdown period: by doing this we were able to monitor the wellbeing of the pupils and provide any additional support and/or resources as required.

#### Pastoral support

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.

## Adaptations to our curriculum and environment

Before September 2020, plans had been put in to place to cater for the needs of all our pupils with SEND (eg. providing a sensory/quiet space in all classrooms; outdoor access). As a result, we have not had to make any adjustments to our curriculum to suit any of our pupils SEND needs. On return from the 3<sup>rd</sup> lockdown, we ensured planning was focused on emotional and mental wellbeing to support the pupils transitioning back into school after having had almost 3 months of home learning.

Adaptations to our indoor environment is ongoing as staff learn more about sensory integration. The importance of low arousal classrooms is currently a school focus and will continue into the next academic year.

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

<b>What</b>	<b>Who</b>	<b>When</b>
Informal discussions	All pupils and parents	Daily as required. Due to Covid restrictions communication with parents has been mainly done via 'zoom' or phone calls if a longer conversation was required. During the summer term we were able to talk to parents outside.
Formal discussions	parents	Some parents requested weekly communication with their class teacher. This has been done via phone calls. During the summer term it was possible to meet with parents outside to discuss their child's needs. During the summer term, arrangements were put in to place for some parents to meet with their new child's teacher to ensure a smooth transition and allow parents to ask any questions.
Parent's Evenings/Reports	Parents and pupils	Due to Covid restrictions it was not possible to have information evenings in the autumn term. Parental consultation phone calls took place during the spring term. At the end of the summer term, pupils received their annual school report.
Assess, Plan, Do, Review progress meetings	Parents and pupils	Parents and pupils are asked for their views and their 'voice' is added to the form. Parents received a copy of the completed APDR. Teachers met with the

		parents termly (or half termly depending on need) to discuss progress made and future targets.
School Council	pupils	During autumn term 2020, the school council met to discuss menu changes and led the Christmas fayre. Because of lockdown restrictions it was not possible to meet in the spring term. Covid restrictions made it difficult to arrange school council meetings during the summer term due to year groups mixing.
Questionnaires and/or surveys	Parents, pupils	Questionnaires were sent to parents regarding lockdown; RSE (relationships and sex education); admissions and internet safety. Questionnaires were sent to pupils regarding: lockdown; internet safety and reading
SEND staff meetings	staff	Half termly and when required. TA meetings were introduced in the spring term. TAs now have two meetings a term, with SEND being the focus once a term.
Home-school book, if required	Individual children	Daily
Communication through email, Seesaw and Tapestry	Parents and pupils	As required

### **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;
- An initial concerns form was introduced during the spring term to record teachers/parents/pupils concerns about a pupils. The SENDCo was informed once this form had been completed by the teacher. Parents received a copy and then had a review meeting to discuss targets and progress – either termly or half termly depending on need;
- Our 'graduated response' guided teachers through the step by step process of decision making regarding additional needs and/or different provision required;

- Regular half termly staff meetings were held with all key staff members to discuss the children with SEND. This continued during 'lockdown' via 'zoom' as required;
- We employed outside agencies to support us with children with SEND where required: Behaviour Support Team; Speech and Language Therapist; Occupational Therapists; Badger Forest School; Early Help Hub;
- We used Preschool records to help us identify the needs of children with SEND that were joining us in September 2020;
- 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**

Details of our 'assess, plan, do, review' (APDR) can be found in our SEND policy.

For children at SEN SUPPORT, or with an EHCP (education, health care plan), an 'assess, plan, do, review' cycle is established by the SENCo in partnership with the children, their parents and the class teacher. The APDR is reviewed either termly, or half termly depending on the child's needs. Parents and pupils are consulted at each review stage and their 'voice' recorded on the APDR.

### **SEND Provision**

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 (SEMH) needs: 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. Two of our pupils with SEMH needs are currently on a part-time timetable. We are working closely with both sets of parents, and outside agencies, to increase their time at school: our aim is for both children to attend full time education at Nanstallon School in the next academic year.

Sensory &/or Physical needs: quiet areas provided; sensory toys; large open spaces to move in; writing slopes; different writing tools and pencil grips; wobble and slope



cushions and low arousal displays. This year we helped fund a private sensory assessment for one of our pupils with sensory needs. Occupational Therapists worked with school staff discussing sensory integration therapy and ways that school can move forward supporting pupils in a sensory friendly manner. This year we started the 'fun fit' training program. This is aimed at pupils in KS1 & 2 who have co-ordination difficulties. To date, 20 children have benefitted from Funfit. We currently have one KS2 pupil accessing the program for a second time so that parents are able to access the referral process for DCD if they wish to do so in September 2021.

During the academic year 2020-2021, we had 7 children on our record of need: 5 pupils at SEN SUPPORT and 2 pupils with an EHCP.

During the lockdown period the pupils with EHCPs accessed learning at home. One of the pupils returned part time prior to the lockdown being lifted. Out of the 5 pupils at SEN SUPPORT, one pupil attended school full time during the lockdown period; two attended on a part time basis and two accessed their learning at home.

### **Additional Support for pupils with SEND**

This year, 2 of our pupils have full time support from class TAs. Our pastoral support advisor works part time. Her time is spend liaising with parents, and working with pupils with emotional and/or mental wellbeing issues and/or behavior needs.

A class teacher has supported a pupil with daily 1:1 phonic intervention at the start of each school day.

Small group KS2 spelling 'catch-up' program.

A regular supply teacher provides weekly 'catch-up' sessions to reception and KS1 pupils for phonics and maths.

### **Looked After (LAC) and Post Looked After Children (PLAC)**

The designated teacher for LAC and PLAC pupils at our school is Ben Stephenson.

Currently, we have three PLAC children in school. School and parents have been supported by the virtual school head (VSH) to develop and work with a personal education plan (PEP) for one of our post looked after children. Meetings with outside agencies, parents, school and the VSH have occurred three times this academic year. A date has been set for the next meeting during the autumn term 2021.

## **Deployment of Support Staff**

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

- Support in classrooms/outside environment
- 1:1 support
- Small group interventions
- Playground support
- Lunchtime support
- First Aid
- Support for medical needs if required
- Parental support
- PPA provision
- Life skill groups
- Carrying out dyslexia screening assessments

## **Distributions of SEND Funding**

- 1:1 support
- External Agencies – meetings, assessments, training
- Teaching and Learning resources
- Well-being provision
- Staff training

## **Staff Training**

<b>CPD</b>	<b>Date</b>	<b>Who</b>
Trauma Informed Schools	September 2020 - ongoing	Abbie Robinson
Sensory Processing Disorder and introduction to a sensory integrated approach in school	May 2021 Follow up Sept 2021	Whole Staff Team
Dyslexia Screening Assessment	September 2020	Gena Lawrey

Understanding Autism (OU course)	January 2021 - ongoing	Rachel Ball
National Award for SEN Coordination (NASEND) Included many courses related to SEND in schools	September 2020 – September 2021	Myra Winch
WRAPS (work, rest and play the sensory way)	February 2021	Myra Winch Rachel Ball
Fun fit training	March 2021	Rachel Ball Abbie Robinson
Developmental Co-ordination Disorder	June 2021	Myra Winch
Metacognition in schools	July 2021	Whole staff team

Once staff have completed training they feed back to other staff members, as required, in staff meetings.

### **Partnerships with other schools and Transitions**

This year, there are 13 year 6 pupils transitioning onto secondary school: 2 pupils are going to Wadebridge School and 11 pupils are going to Bodmin Community College. Pupils going to Wadebridge School had a visit from one of their new teachers who explained what their new school would be like and answered questions. Wadebridge pupils were able to have a transition day at their new school. Pupils going to Bodmin College, had a visit from 2 members of staff who spoke with the pupils in a group. No transition day happened for those pupils due to restrictions.

One child on our Record of Need, 2020-2021, will be transitioning onto their secondary school in September 2021. Discussions between the class teacher and secondary school occurred during the visit to school to ensure a smooth transition. All records will be transferred securely to the SEND team.

Our new Reception intake for September 2021 mainly attend Nanstallon preschool. This has allowed the reception teacher and preschool leader to meet regularly and discuss the children's needs. The preschool children had one transition afternoon session, with

parents if they wished to stay. The children also had two transition mornings: the preschool leader brought them to school and collected them afterwards. Parents of the new intake were able to attend an information meeting with the class teacher.

Plans are in place to improve links with preschool and school. It is hoped, that if restrictions are lifted in the next academic year that the reception class teacher will be able to visit the next intake of pupils whilst they are in preschool.

Due to the pandemic and Covid restrictions, we have been unable to work collaboratively with other schools for things such as sports festivals and math's day challenges. It is hoped, come the next academic year that we will be able to continue working with other schools as we have done in the past.

To ensure the smooth transition between classes, some parents met with their child's current teacher and new teacher. This provided an opportunity for parents to ask questions and be reassured that systems would continue and still be the same for their child. Transition for internal pupils took place at the end of the summer term.

### **Ongoing Development:**

Our SENCo started the National Award for special educational needs co-ordination (NASENDCo), in association with Plymouth University. For module one she wrote an assignment based on chapter 6 of the SEND Code of practice; researched TA deployment in school and investigated data obtained from reading comprehension tests. For module 2, she completed a research project investigating using reading to support pupil's self-esteem and emotional wellbeing. During the research project, reading areas in school were developed, and outside provision was enhanced to include a reading den and quiet games area. School purchased large picture books, suitable for KS2 pupils, and bought subscriptions with support from the PTA of newspapers, magazines and comics to encourage reading for pleasure in school. Our SENDCo has also completed a portfolio of learning outcomes which will enable her to fulfil the leadership role set out in the Code of Practice, the key features of which are:

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with SEN;
- Liaising with the relevant designated teacher where a looked after pupil has SEN;
- Advising on a graduated approach to providing SEN Support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of children with SEN;

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all children with SEN up to date.

One of our TAs completed an Open University module: 'Understanding Autism'. In October 2021, the same TA will complete the Autism Champion course.

In October 2021 there will be a whole school training session on dyslexia. Our current dyslexia ambassador TA will have top up training regarding the dyslexia screening assessment.

Whole staff training will have the second installment of the sensory integration training and how best to improve our practice for improving sensory needs in school.

### **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/>
- Anti-bullying policy can be found at: <https://nanstallonschool.co.uk/parents/send/>

**Governing body approved: date**