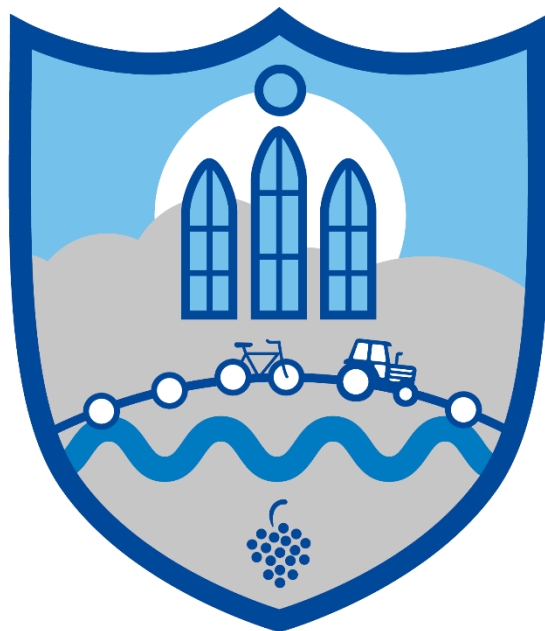


SEND ANNUAL INFORMATION REPORT – JULY 2022



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.

Name of SENDCo:	Myra Winch
Contact email:	mwinch@nanstallon.cornwall.sch.uk
Contact phone:	01208 831418
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 '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
- Emotional Literacy
- Music
- First aid

KS2:

- Orienteering and map reading skills
- photography
- yoga
- music
- first aid

Ofsted:

Although SEND was not a 'deep dive' during our Ofsted inspection in September 2021, our SENDCo spent time with the inspectors discussing our SEND provision. The following statement has been written in our current Ofsted report:

'Leaders have set up clear structures for supporting pupils with special educational needs and/or disabilities (SEND). Leaders adjust the environment, the curriculum, or the adult support to help individual pupils. They make good use of specialist services. As a result, pupils with SEND get the help they need.'

Peer Review:

In March 2022 our school had a peer review led by a National Advisor, peer headteachers and a senior education effectiveness officer from the local authority. They reviewed the effectiveness of systems and procedures that are in place to ensure that all pupils can attain well and make good progress. The findings from the review which involved pupils, parents, leaders, practitioners and governors concluded that:

'Every decision taken at Nanstallon is focused on enabling the pupils to be successful young people, who feel confident in their own ability to learn well and to contribute to their community as a positive citizen. Every adult is committed to this, and they place extremely high importance in developing strong and effective relationships with the pupils in their care. Because of their commitment to knowing every pupil really well, they understand the complexities of individuals' learning and are therefore well placed to adjust and adapt approaches in any way necessary to enable every pupil to feel successful.'

'Staff are encouraged to develop specialist knowledge in areas of interest, including Teaching Assistants. As a result one TA is now recognised as the 'Autism Champion' who is there to ensure that all staff are aware of the best strategies to employ with the ASC pupils in their class.'

'Parents feel very well supported by the school. They strongly believe that their children are cared for, and that every teacher and adult in the school wants them to succeed. They feel that they have an active voice in making decisions about provision, especially when their child has higher needs.'

Adaptations to our curriculum and environment

During 21/22 we have made adjustments to our curriculum to suit the needs of some of our pupils SEND needs: resistant bands on chairs; gel timers; naming coloured crayons to support colour vision deficiency (CVD); using specific colours during PE to support CVD; use of yoga ball sessions to support sensory needs; all classes now posting their timetable before the start of the school day; some pupils using the climbing equipment before the start of the school day to support sensory needs.

During the last academic year (20/21) we had 2 pupils on a part-time timetable. During 21/22 both pupils have joined our school as full-time pupils. We now have no pupils on a part-time timetable. All our pupils attend school on a full time basis.

Our School Environment

We have our own forest school area which all pupils use on a regular basis to enhance their QI skills. This area supports all our pupils' social and emotional needs, plus also develops their physical, curiosity, problem solving, collaboration and life skills.

The school field has a play area with climbing frame and hanging bars, all surrounded by soft sand. All children benefit from using this equipment and area during the school week: some children at SEN support and/or with an EHCP access this equipment regularly on a daily basis (sometimes twice daily) to support their sensory processing needs. Our school field has also recently been enhanced with a cycle/running track. Pupils from all year groups are able to access this resource on a timetabled basis, and at other occasions as required.

PE supports pupil's physical needs, mental health and emotional wellbeing. Pupils from years 3-6 have participated in regular swimming and tennis lessons for 12 weeks sessions at Bodmin Leisure Centre. We have also continued to use the PE support service to teach our KS1 pupils team games and skills.

Our reception pupils have continuous access to a large outdoor area which includes an outdoor classroom, mud kitchen, large sand pit, water play, creative station, reading area, woodwork area, plus much more. Both our KS1/Y3 classes have access to their own outdoor environments, plus they have regular access to the outdoor provision in the reception class area. The Y4/5 classroom has direct access to their own outside learning environment where learning is enhanced and developed (gardening; maths; music; poetry; story telling ...). And 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, including the playground, school field and any of the outdoor learning stations mentioned previously.

For further information about our wonderful outdoor provision please see our website for further information.

Significant SEND Training Achievements Completed this year:

- ✓ Myra Winch, completed her National Award for Special Educational Needs Co-ordination (NASENDCo)
- ✓ Rachel Ball completed her Autism Champion training
- ✓ Gena Lawrey completed her dyslexia screening training and is now working on completing the dyslexia friendly schools award

During 21/22 we have recognised the importance of SEND training for ALL our staff and so for this reason have encouraged our school cook to participate in training. This will be developed upon during the next academic year.

For further staff SEND training information, please see the chart at the end of this document which references all staff's relevant SEND training during 21/22.

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'.

During 21/22 our pastoral support teaching assistant has worked two days a week in school supporting individuals and groups of pupils. She has also spent time supporting and advising parents, either through regular weekly phone calls or face-to-face meetings.

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

Parent Café:

During 21/22 we set up a parent café to support parents of children with sensory processing needs: autism; behaviour needs; and any other issues that parents felt they would like to discuss. Our first two sessions were run by Matt Wilmott, Cornwall Council's Autism Support Team advisor (AST), and assisted by our Autism Champion (Rachel Ball) and SENDCo (Myra Winch). Parent attendance was good – our first meeting having 10 parents and our second meeting having 8 parents – one of which was there to discuss her older child in secondary school. Feedback has been positive about these sessions. We are now working on developing next year's parent café sessions.

Mental Health and Wellbeing

During 21/22, Myra Winch has begun leading on mental health and is currently completing the senior mental health lead training programme. Staff members (see the training chart below) have completed a foundation mental health programme.

An audit of our mental health provision has been completed and an action plan, (in conjunction with the school action plan) has been made to improve the mental health provision for all our pupils, staff and parents.

During 21/22 we began working with a NHS mental health support practitioner(MHSP). She has visited our school on a weekly basis and so far has supported 3 pupils and their families. Plans are in place for the MHSP to work with year groups to facilitate class based workshops supporting various mental health issues such as friendships; transition to secondary school; etc.

Our wellbeing champion, Arran Langdon, has led a teacher meeting on mindfulness and breathing techniques to use in the classroom. He has also led a teacher meeting on staff wellbeing.

Sensory Processing Needs:

At Nanstallon School we recognise the significant impact sensory processing disorder and/or needs can have on a child's education. Our whole staff training sessions on sensory processing disorder last year has been enhanced this year by working with a sensory processing needs advisor. During summer term 2, she completed sensory processing profiles for 5 pupils. These profiles have informed us of further resources and adaptations to our curriculum/environment that we need to work on during the academic year 22/23. She will continue to work with a few pupils during school time to enhance their sensory diet in school. Two families hope to work with her at home to further improve the sensory diet for their child whilst away from school.

We also have good links with an occupational therapist team who advise and support our sensory provision in school as required.

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

What	Who	When
Informal discussions	All pupils and parents	Daily as required. Myra Winch (SENDCo) is available most mornings at the school entrance at the start of the school day. All teachers are available to speak to parents at the end of the school day, or to arrange a suitable meeting time. Our pastoral support assistant (Mrs Ellery) is available twice a week and makes regular contact with parents as required. Mr Stephenson, our head teacher, is usually always available to meet with parents and/or pupils when required.
Formal discussions	parents	Some parents requested weekly communication with their class teacher. This has either been done via phone calls or face-to-face at the end of the school day.
Parent's Evenings/Reports	Parents and pupils	Parental consultation meetings took place during the autumn and spring terms for all pupils. 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.
Questionnaires and/or surveys	Parents, pupils	Ofsted send parent questionnaire during autumn term 1.
SEND teacher meetings	teachers	Half termly and when required.
SEND TA meetings	Teaching assistants	Half termly. Focus on SEND training, universal and targeted provision for pupils with a SEND.
Home-school book, if required	Individual children	Daily
Communication through email and Seesaw	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 monitor children's work regularly and highlight concerns about children's learning difficulties, social and/or emotional needs and/or disabilities to our SENDCo.
- 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 are held with all key staff members to discuss the children with SEND.
- We worked with outside agencies to support us with children with SEND where required: Speech and Language Therapist; Occupational Therapists; Early Help Hub; Sensory Processing Needs specialist; CAMHS; BLOOM; CLEAR;
- We used Preschool records to help us identify the needs of children with SEND that were joining us in September 2021
- Monitoring provision – lesson study; learning walks; staff meetings
- 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

During 21/22, 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: Lego club; social stories; 1:1 emotional coaching support; small group friendship circle; working alongside our NHS MHSP.

During 21/22 two of our pupils on our record of need were supported to attend school camp. They were unable to stay overnight, and so, to enable the pupils to join in with one of the day's activities, two of our teaching assistants drove the pupils to the camp site and brought them home at the end of the day.

During school visits, we have ensured that there is plenty of adult supervision to support children with additional needs. During one of the KS2 trips a teaching assistant was designated to a child who was not willing to join in with the activity. Because of the TA support, the child was able to engage with part of the activity.

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 have funded sensory profile assessments for five pupils from year reception to year four. Fun fit has continued and been adapted to meet the needs of pupils in years 2-6.

During the academic year 2021-2022 the number of pupils on our record of need have increased each term. During the autumn term 2021, we had 7 pupils at SEN SUPPORT and 2 pupils with an EHCP. At summer term 2 we had 19 pupils at SEN SUPPORT and 2 pupils with an EHCP. We currently have 2 pupils awaiting an EHCP assessment. The significant jump in number of pupils at SEN SUPPORT reflects our referrals of pupils with neurodiversity behaviours; sensory processing needs and social and/or emotional needs. We also added two of our year 6 pupils to SEN SUPPORT during the spring term 2022, to support their transition to secondary school.

Additional Support for pupils with SEND

Every class has at least one skilled Teaching Assistant. They are emotionally and academically attuned to guide, scaffold and deconstruct learning. They are able to intervene and support individual needs, particularly high needs pupils based on agreed approaches in consultation with parents and professionals. Additional support is carefully planned and reviewed, but above all aligns with the school's universal approach so that individual adaptations is part of provision for all.

Our pastoral support advisor works part time. Her time is spent liaising with parents, and working with pupils with emotional and/or mental wellbeing issues and/or behavior needs.

Small group KS2 spelling 'catch-up' program.

Small group KS2 maths 'catch-up' program.

Pupils at KS1/YR are supported either in small groups or individually for phonics and reading.

Children in Care (CiC) and Post Looked After Children (PLAC)

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

Currently, we have three PLAC children in school.

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
- 'Catch-up' sessions

Distributions of SEND Funding

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

Staff Training

CPD	Date	Who
An introduction to a sensory integrated approach in school	Sept 2021	Whole Staff Team
Child bereavement	October 2021	Sherrill Ellery
Metacognition in school	November 2021	Whole staff team
Disadvantaged pupils and links with SEN	November 2021	Ben Stephenson
Metacognition strategies and SEND	November 2021	Myra Winch Ben Stephenson
Dyslexia Screening Assessment	October 2021	Gena Lawrey
Dyslexia friendly school award	June 2022	Gena Lawrey
Autism Champion Award	October 2021	Rachel Ball
National Award for SEN Coordination (NASEND)	Concluded September 2021	Myra Winch
Senior mental health lead training	May 2022 – October 2022	Myra Winch

Foundation training in mental health (led by Place2be)	January 2022 – July 2022	Myra Winch Hebe Smallcombe Maureen Westlake Kelly Gabriel Ben Stephenson Emily Evans Penny Severn
NPQH – covering aspects of children’s mental health	January 2022 - ongoing	Sharon Brown Arran Langdon
Speech & Language and Mental Health	April 2022	Myra Winch
Speech & language – meeting the needs of pupil using ‘now & next’	July 2022 – September 2022	Hebe Smallcombe Maureen Westlake

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

Partnerships with other schools and Transitions

In summer term 2022, there are 14 year 6 pupils transitioning onto secondary school: all are going to Bodmin Community College. Our year 6 pupils had a visit from the head of year 7 who spoke with the pupils in a group about what to expect once at secondary school and answered any questions. A transition day was arranged for our year 6 pupils to attend Bodmin College before the summer holidays. They also attended a science day.

Three pupils on our Record of Need, 2021-2022, will be transitioning onto their secondary school in September 2022. Discussions between the class teacher and secondary school occurred during the transition visit to school. Our school SENDCo has been in contact with the SENDCo at Bodmin College, and all relevant pupil records/assessments have been transferred securely to the SEND team.

Our SENDCo visited Bodmin College during the summer term 2022. She was shown around the whole school and introduced to staff members in the SEN department. Links have now been made with Bodmin College and discussions are now in place regarding joined staff training sessions and working closer together in the near future.

Our new Reception intake for September 2021 mainly attend Nanstallon preschool. This 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, class teaching assistant and head teacher.

For our new intake of reception children, September 2022, there has been a parent information meeting, which the SENDCo attended. The SENDCo has also attended the pre-school transition discussions with the reception class teacher. Transition sessions for the new intake took place over three sessions during summer 2 term.

Transition for internal pupils took place at the end of the summer term. All pupils spent a morning in their new classroom with their new teacher. For some of our pupils, there was a longer transition period where they were able to work in their new classroom over a period of three weeks during which, session times were increased; other pupils had social stories made for them which they could take home; other pupils appreciated the opportunity to quietly walk around their new environment a few times when no other adults or pupils were working there.

Ongoing Development:

- SENDCo – completing Lv3 safeguarding – DDSL
- Dyslexia friendly school award
- SENDCo – completing the Senior mental health lead training
- All staff – completing the foundation mental health training
- Speech & language and its links with mental health
- Sensory processing needs of pupils – assessments & training
- Build on our our parent café success by continuing to support parents with issues regarding neurodiversity; sensory and behaviour needs
- Introduce a mental health venue to provide advice and support for parents

Our Complaints procedure:

During 21/22 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: 20 September 2022