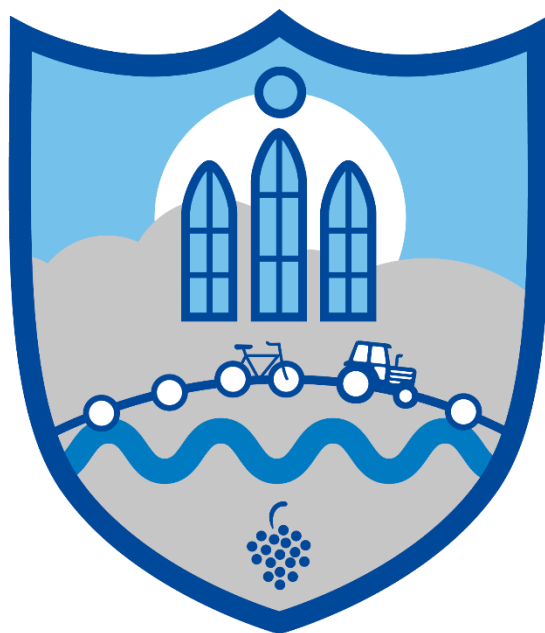


SEND ANNUAL INFORMATION REPORT – JULY 2023



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 Learning and Teaching:

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:

- Mindfulness
- cooking
- Emotional Literacy
- Problem solving
- First aid

KS2:

- First aid
- Mindfulness
- cooking
- Thinking skills
- Emotional Literacy

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 22/23 we made adjustments to our curriculum to suit the needs 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; staff post their timetable before the start of the school day; some pupils use the climbing equipment before the start of the school day to support sensory needs.

We had no pupils on a part-time timetable. All our pupils attended 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. This year, our forest school area was equipped with swings, climbing ropes and balance bands to support the sensory and physical needs of all our pupils. The equipment is not a permanent structure and has not been available the whole academic year. This year, the equipment was used during the autumn and spring term.

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 is 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. This year, the year 1 and 2 children also participated in swimming sessions for 6 weeks. We also used PE expertise and leadership from Plymouth Argyle to teach our KS1 and 2 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. 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:

- ✓ Hebe Smallcombe and Lia Revill completed their dyslexia screening training. They are now our school's dyslexia champions, taking over from Gena Lawrey.
- ✓ Hebe Smallcombe, Maureen Westlake and Myra Winch completed their 'Coaching & Mentoring for Speech, Language and Communication Needs' training
- 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 22/23.

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 this academic year, 22/23, 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 22/23 our parent café has been run and organised by our NHS mental health support practitioner, Jenine Truscott. Sessions have focused on sleep, anxiety and positive praise. Attendance at the sessions has been good. Parents have requested more café sessions next academic year.

Mental Health and Wellbeing

Myra Winch is our senior mental health lead in school.

Arran Langdon is our wellbeing champion.

Jenine Truscott, our NHS mental health support practitioner (MHSP), works with us one day a week.

Aligned to the Life Skills Curriculum framework and the statutory RSE curriculum, our MHSP has delivered The Decider Skills programme to KS1 and KS2 children. She has also led small group interventions focused on self-esteem and forming positive relationships. The Decider Skills programme focused the children on mindfulness and being aware, and attune to their own, and others, emotional needs. These sessions worked in collaboration with our 'emotional literacy' life skills sessions where children thought and discussed feelings and learned different strategies to cope with different emotions and feelings.

Sensory Processing Needs:

At Nanstallon School we recognise the significant impact sensory processing difficulties and/or needs can have on a child's education. Throughout this academic year we have continued to work with the same sensory specialist that we partnered up with last year. This year, she has completed 4 individualised sensory reports for children with sensory processing difficulties. These reports have then been used, both at school and home, to support the children and enhance their everyday sensory processing needs and

experiences. Additional to this, school have funded the sensory specialist to work at two different pupils homes, supporting the parents and developing their understanding of the child's needs. This has included discussions about sensory overload in the home and tackling challenging behaviours. This 360° approach has been taken to ensure that school and home work in partnership, thus improving the child's everyday life experiences both at home and school. Both sets of parents have commented that the home session with the sensory specialist were invaluable as they have helped them understand their child better. The home sensory intervention sessions have been beneficial as the behaviours of the children involved have improved during school time. In addition to this, one family has chosen to work with the sensory specialist on a private basis to support their child at home.

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) was available every Monday morning at the school entrance at the start of the school day. All teachers were available to speak to parents at the end of the school day, or were able to arrange a suitable meeting time. Our pastoral support assistant (Mrs Ellery) was available twice a week and made regular contact with parents as required. Mr Stephenson, our head teacher, was 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 was either been done via phone calls or face-to-face at the end of the school day.
Parent's Evenings/Reports	Parents and pupils	A parental consultation meeting took place during the autumn term. During the spring term there was a class craft afternoon organised, which provided parents the opportunity to speak with the class teacher. If this was not convenient, a suitable meeting date was arranged. 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 were asked for their views and their 'voice' was 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.
SEND teacher meetings	teachers	These happened when required
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.
- We worked with outside agencies to support us with children with SEND where required: Speech and Language Therapist; Early Help Hub; Sensory Processing Needs specialist; CAMHS; BLOOM; CLEAR; Cognition & learning team; Educational Psychologist
- We used Preschool records to help us identify the needs of children with SEND that were joining us in September 2022
- 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 SENDCo 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 22/23, 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. Worked with the cognition & learning team.

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 22/23 two of our pupils, on our record of need, were supported to attend school camp. They were unable to stay overnight, and so, to allow the pupils to join in with the day's activities, each day, they were driven to the camp site and then went 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.

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 four pupils from year reception to year six. Funfit has continued and been adapted to meet the needs of pupils in years 1-6.

During the academic year 2022-2023 the number of pupils on our record of need has fluctuated slightly due to children either joining or leaving our school.

In September 2022, we had 19 children on our record of need (RON): 3 of which had an EHCP. In June 2023, we had 20 children on our RON: 2 of which had an EHCP.

We currently have 2 pupils awaiting an EHCP needs assessment. Additional to this, we are currently gathering evidence for another child to support the application for an educational needs assessment, which will take place next academic year.

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, or individual KS2 spelling 'catch-up' program.

Small group, or individual 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.

At the start of the year, we had four PLAC children. In January, one of those pupils left our school, but shortly after that, in February, we then were joined by another CiC pupil. This pupil left our school in June 2023 and so we ended the academic year with 3 PLAC pupils.

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
- Wellbeing provision
- Staff training

Staff Training

CPD	Date	Who
Dyslexia Screening Assessment	June 2023	Hebe Smallcombe and Lia Revill
Coaching & Mentoring for Speech, Language and Communication Needs	October 2022	Myra Winch Hebe Smallcombe Maureen Westlake
NPQH – covering SEND issues	January 2022 – May 2023	Sharon Brown Arran Langdon
Supporting Language to Promote Mental Health in primary Schools: including DLD	October 2022	Whole staff group, including school cook
ADHD training	December 2022	Myra Winch

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

Partnerships with other schools and Transitions

In summer term 2023, there are 10 year 6 pupils transitioning onto secondary school: most pupils went 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 an evening transition evening event with their parents.

Two pupils on our Record of Need, 2022-2023, will be transitioning onto their secondary school in September 2023. 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. Pupils who are transitioning to other secondary schools have also had relevant transition events to support their SEND needs.

Our new Reception intake for September 2022 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 the new intake of reception children, September 2023, there was a parent information meeting, which the SENDCo attended. The SENDCo 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 two mornings in their new classroom with their new teacher and teaching assistants. Some 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
- Build on 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 22/23 we 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 SENDCo 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: July 2023