



Trannack School  
Cornwall

## SEND Annual Information Report – Sept 2021

*(inc Covid shut down)*

Name of SENDCo: Heidi Burch

Dedicated time weekly: 0.06

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Name of SEND Governor: Ray Ashmore

School Offer link:

### **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 SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- Refer to school curriculum statement and subject policies
- *Setting up online learning platforms and tasks eg class dojo and google classrooms.*

### **Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children that require support to catch up in pupil progress meetings and discussion of need in staff meetings with SLT.
- Identification of children requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- Consideration of application for Education, Health and Care Plan.
- All children identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need, (where parents give permission)

### **How we identify children/young people that need additional or different provision:**

- Class teacher refers to SENDCO – having first raised concerns with informal discussion this could mean the child is put on alert list where progress is monitored or following a meeting with the child’s parents which may or may not be with the SENDCo they may be placed on the Record of Need
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach with all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Positive Behaviour policy and Anti-bullying policy.

**How we listened to the views of children and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	All pupils	Daily - As required
Parents’ Evenings/Reports	All pupils	Usually Biannually but only once this year.
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Termly
School council	Representatives from all Class	Half Termly
Questionnaires	All pupils and parents	Annually
Parent / Headteacher Meetings	Individual Parents	As requested
SENCo drop in’s Tuesday am	All parents	As requested
Pupil conferencing	Targeted pupils	Termly
School Forum	Community	Termly
<i>Responding to concerns and queries via email</i>	<i>All parents and pupils</i>	<i>As required.</i>
<i>Dojo Message</i>	<i>Pupils and parents</i>	<i>As required</i>
<i>Socially distant meetings Google Meets and Microsoft teams</i>	<i>Individual pupils</i>	<i>As requested (when face to face meetings are not possible)</i>

**The Assess, Plan, Do, Review Cycle:**

For children on our Record of Need, an Assess, Plan, Do, Review cycle was established by the class teacher and SENDco in partnership with the child, their parents and the class teacher. Please see our DSEN Policy for further details.

This year, provision made for children on our Record of Need has been:

- Communication and Interaction; emotion coaching, use of virtues, use of social stories, SALT intervention, phonics interventions
- Cognition and Learning – Individual and group differentiation, dyslexia friendly school approach, individual and group interventions, differentiated recording options,
- Social, Emotional and Mental Health – Emotion coaching, emotional first aid social stories.
- Sensory and/or Physical Needs – Liaison with external services and implementation of advice, sensory breaks, school adaptations, individual support resources including those provided by external services.

During the 2020/2021 academic year, we had 16 Children/young people receiving SEN Support and 2 children with Education, Health and Care Plans

We monitored the quality of this provision with ECHP reviews and pupil progress meetings.

We measured the impact of this provision by monitoring termly data drops and assess, plan do review cycles

**Support Staff Deployment:**

Support staff were deployed in a number of roles:

- Support in Classroom
- 1 : 1 Provision
- Small group intervention
- Playground support
- Lunchtime support
- Running After School Clubs and Breakfast Club
- PPA Cover (HLTAs)
- First Aid
- Support for medical needs eg epilepsy, intimate care
- *On-line marking and interaction.*
- Input into pupil's meeting where requires
- Learning software support

We monitored the quality and impact of this support with annual performance management targets reviewed after 6 months; induction for new members of staff, CPD review, learning walks

**Distribution of Funds for SEN:**

SEN funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Well-Being Provision- small sensory items
- Staff training

**Continuing Development of Staff Skills:**

Individuals' CPD this year:

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Role of Staff undertaking cpd</u></b>	<b><u>Training Received from</u></b>
First Aid	All staff	
	All staff	Educational psychology
		Educational Psychology
Visual awareness	TA	Vision support service

We monitored the impact of this training with feedback in staff meeting, actions in SDP and evaluations, SIP visits and learning walks

**Partnerships with other schools and how we manage transitions:**

We have worked with a number of schools in the area in the following ways:

- Trust SENDco meetings
- Trust moderation and subject network meetings
- Transition events and meetings with secondary schools including secure transfer of documents
- Joint schools training

This year 3 children requiring SEN Support joined as part of our intake or from other schools.

We had no children on our Record of Need in 2020/21 move to secondary or other schools. We have had one child on our record of need leave to be home educated.

We ensured that the transition into our Early Years/ Yr 1 Class smooth by offering children places in the little learner pre-school group, visit by class teacher to meet new child and parents.

We helped children to make the progress to their next class by offering small outdoor sessions with their new teacher during Summer Term.

The transition from year 6 to secondary school has been supported through a comprehensive transition programme with all secondary schools, supporting attendance at transition events, including transfer of documents and SIMS data.

**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 Development Plan, which includes our SEN Development/Action Plan. This can be found on the school website [www.trannack.eschools.co.uk](http://www.trannack.eschools.co.uk)

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should initially try to resolve this with the head teacher or SENDCo if this still remains unresolved please see the complaints policy on the school website [www.trannack.eschools.co.uk](http://www.trannack.eschools.co.uk)

This year we received 0 formal complaints with regard to SEN support and provision.

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school was Emma Stritt (Headteacher) and is now Sarah French (Headteacher)

The Designated Children in Care person in our school was Emma Stritt (Headteacher) and is now Sarah French (Headteacher)

The Local Authority's Offer can be found at

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-need-s-file/cornwall-send-local-offer/>

Our Accessibility Plan can be found on our website

<http://www.trannack.cornwall.sch.uk/website/policies/29275>

The School Development plan can be requested from the school office

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website. <http://www.trannack.cornwall.sch.uk/website/policies/29275>

Details about our curriculum, including how it is made accessible to children with SEND, can be viewed from the link on our website <http://www.trannack.cornwall.sch.uk/website/policies/29275>

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website. <http://www.trannack.cornwall.sch.uk/website/policies/29275>

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

This report was sent to the Governing Body in \*\*\* to be approved at the next meeting in \*\*\*.