**ILLOGAN PRIMARY SCHOOL**

**Information Report for Academic Year 2022 - 2023**

Name of SENCo: Julia Duggan Dedicated time: 2 days

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 Name of SEN Governor: Sam Murray

 Local Offer link: SEND Local Offer | Care and Support in Cornwall

**Whole School Approach to Teaching and Learning**

Illogan School has a whole school approach to teaching and learning which is met in the following ways:

• High quality teaching and learning - all teachers are responsible for the learning and progress of every child in their class, including those with SEN.

• An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.

• A robust teaching and learning policy in place.

**Our Graduated response for learners at Illogan Primary School:**

• Continual monitoring of the quality of teaching

• Identifying and tracking the progress of children / young people that require support to catch up by appropriate intervention

• Identification of children / young people requiring additional support and initiation of ‘Assess, Plan, Do, Review’ cycle.

• Liaison with external services for additional advice and support.

• Consideration of application for Education, Health and Care Plans.

• All children / young people identified as requiring School Support, or with an Education, Health and Care Plan (EHCP) or statement are on the school Record of Need.

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

• Referral from Class Teacher to SENCo ILLOGAN PRIMARY SCHOOL

• Ongoing curriculum assessments (summative every term)

• Tracking pupil progress using data

• Further assessments by specialists, including those from external agencies

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

**How we listen to the views of children / young people and their parents:**

|  |  |  |
| --- | --- | --- |
| What  | Who  | When |
| Informal discussions with and observations of pupils | Class teachers / TAsTIS practitionersChildren Head teacherPastoral Team | OngoingOngoingTermlyAs required.As required |
| Parent consultation meetings | Class teachers (with SENCo where appropriate) | Twice a year |
| Messages via Class Dojo | Class TAs / Teachers / SENCo / SLT | Daily and as required |
| Assess Plan Do Review meetings / TAC meetings /SEN review meetings / Pastoral support plans / Behaviour Support plans (BSP) | SENCO / Class teachers | Termly and as requiredBSP reviews : every 6-8 weeksTAC / Early Support plan: 6-8 weeks |
| Pupil Conferencing | SENCo / Class teachers / Head teacher / SLT / Subject leaders  | Termly |
| Parent referrals | SENCo / Class teachers / Head teacher / Pastoral Team | As required |
| Professional reports and meetings | SENCo / Class teachers / Designated teacher for CIC | As required  |
| Parental questionnaire | Parents and SLT | Annually |

**The ‘Assess, Plan, Do, Review’ cycle:**

For children on our record of need, an Assess, Plan, Do, Review cycle will be established by the SENCo in partnership with the child / young person, their parents and the class teacher. Please see SEN Policy and ‘Identification and Support plan’ flow chart for further details.

In 2022 / 2023, 39 of the children at Illogan School were placed on the Record of Need. 1.4% of the school had an Education Health and care plan. The number of children on the Record of Need is broken down by year group and shown below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | SEN SUPPORT 22-23 | EHCP 22-23 | TOTAL 22-23 | % of year group |
| EYFS | 3 | 0 | 3 | 10.3% |
| Year 1 | 4 | 0 | 4 | 13.3% |
| Year 2 | 8 | 0 | 8 | 28.6% |
| Year 3 | 5 | 0 | 5 | 16.7% |
| Year 4 | 6 | 2 | 8 | 25.8% |
| Year 5 | 4 | 1 | 5 | 20% |
| Year 6 | 6 | 0 | 6 | 18.8% |
| Total | 36 | 3 | 39 | 18.7% of school |

Children are placed on the Record of Need if they have a need on one or more of the following areas: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical needs. All children on the school Record of Need have an All About Me profile which details strengths and areas of challenge.

This year, the support and provision made for children / young people on our Record of Need has been:

**Communication and Interaction**

Visual timetable: All children at Illogan have access to a visual timetable in their classroom, which allows them to predict the events of the day. In some cases, children have access to a personal or individualized timetable to support their needs. Where needed, individual have access to a personal communication board, including Now and Next and choice board.

**Speech and Language Therapy Service:**

Children who have a difficulty in this area are referred to the Speech and Language Therapy Service. The Speech and Language Therapist visits children on a termly basis to assess individual children, review and set new targets, monitor provision and advise staff.

Each child with an identified speech, language and communication need has an allocated TA to work on specific targets on a daily basis, or as advised by the Speech and Language Therapist. All adults working with the child are made aware of the targets to develop in class.

Classrooms are also monitored to ensure that they are communication friendly. In individual cases, a specialist speech and language teaching assistant has been allocated to work within the school for individual children, and support from the Specialist SALT service is accessed.

**Autism Support Team:**

The school has accessed support from the Autism Support Service to inform provision and offer advice and strategies to staff and parents when supporting children with ASCs. Where children are suspected to have an ASC, referrals are made to ASDAT via the Neurodiversity Pathway.

**Cognition and Learning**

**Dyslexia Screening:**

Children with difficulties in this area may require further assessment to identify learning needs, for example, if dyslexia is a concern, a Dyslexia Screening Test (DST) will be carried out and the results used to inform further provision. Illogan School has previously achieved Dyslexia Friendly Accreditation and all staff are aware of how to support children with these needs. Learning is matched to the needs of the children and this was a focus for staff training last academic year.

**External services:**

Teachers work closely with the SENCo to set individual targets for children and provision and interventions are matched to this. Where progress is a concern, or interventions have made little, or no impact, a referral many be made to the Cognition and Learning Team or the Educational Psychologist. Where necessary, children have been referred for further assessment through the Early Help Hub or CAMHS.

**Interventions:**

Children requiring additional support to catch up, have accessed the following interventions: NESSY, Numicon: Closing the Gap; Counting to Calculate, Number Sense, Maths Whizz, Reading Eggs and Fast Phonics, Reading Recovery, Read, Write Inc - Fresh Start, Ready to Progress in Maths as well as pre and post teaching as and when required for all children.

**Social, Emotional and Mental Health :**

Trauma Informed Schools (TIS): The school has three members of staff that have had training from THRIVE and Trauma Informed Schools. TIS practitioners support children with their emotional literacy; this may be in small groups, or on a 1:1 basis. TIS practitioners have accessed termly supervision through Headstart Kernow.

All staff have been trained in Emotional Coaching by the EP service (November 2022)

**Educational Mental Health Practitioner:**

Illogan School has an MHST supporting children. Referrals to the Mental Health Support Service are made through CAMHS and discussed with the SENCo and parents. The MHST can offer support and advice for families and children suffering with anxiety. In the past academic year, 2 referrals for support were made to the MHST, as well as support for our Year 6s with transition to secondary school. Where support in school is unable to meet the needs of an individual, and where there are other external services involved, children have been referred to external agencies such as CAMHS, Dreadnought, Blooms SW, Art/Play Therapy, First Light or Clear. This year, some children experiencing SEMH difficulties were able to access an alternative, bespoke curriculum.

**Sensory and/or Physical Needs:**

**Go noodle**

Go noodle / brain gym and just dance sessions take place in the classrooms on a daily basis.

 **FunFit**

FunFit intervention is offered to children that have been identified as needing additional support with gross motor development. Where children are diagnosed with a sensory processing need, advice is taken from the Occupational Therapist and care plans followed.

**External Services:**

Occupational Therapy and Physiotherapy referrals are made for children who require further assessment. Referrals to the OT can only follow two term’s attendance at FunFit. Where children were diagnosed with a sensory processing need, advice is taken from the Occupational Therapist and care plans followed. Support in this area has included accessing a specialist chair, planned sensory breaks throughout the day, access to ICT to support learners to record their ideas, access to pencil grips and writing slopes where needed.

**Medical Needs and Intimate Care :**

Children are supported with diabetes care plans.

Where needed, individual children have an intimate care plan which offers guidance to staff in supporting personal care needs.

**Provision in School:**

Quality of provision is monitored by classroom observations, drop-ins, ‘book looks’, pupil conferencing, outside agency and in class support such as speech and language monitoring and educational psychologist observations.

Impact of provision is measured by analysing data to ensure that appropriate progress and attainment has been achieved and that intervention has been effective. This is measured by pupil progress meetings with teachers, discussions with teaching assistants, parents and SENCo, and outside agency reports.

**Support Staff Deployment:**

Support staff are deployed in a number of roles:

• Classroom TAs

• Group Intervention such as, Numicon Closing the Gap, Counting to Calculate, Number Sense, Pre and Post Teaching, Read Write Inc Fresh Start, Fine Motor skills, FunFit , social skills groups.

• 1:1 to meet the learning needs of children with EHCP / Social, Emotional and mental Health Needs.

• 1:1 to deliver speech and language programmes (advised by the Speech and Language Therapist), Reading Recovery, OT Therapy Plans

• 1:1 to deliver TIS intervention (at times this may be in a group)

• 1:1 support pastoral support (at times this may be a group support)

• To support medical plans

Quality and Impact of provision is monitored by pupil progress and data analysis, supervision meetings, pupil conferencing and discussion with parents. Individual provision and progress is discussed termly with the SENCo, teachers, pupils and parents.

Distribution of Funds for SEN:

This was allocated in the following ways:

• Support staff

• External Services (see Local Offer) and support

• Teaching and Learning Resources

• Staff training

**Continuing Development of Staff Skills**

|  |  |  |
| --- | --- | --- |
| **Area of Knowledge / Skill** | **Staff Member** | **Training Received** |
| Pastoral / Well being | TeacherTAs (including Learning Mentor)Deputy Head Teacher | TIS supervision |
| Safeguarding | DSLDSL and DDSLsTeachers and TAs | Tier 3 trainingTier 3 trainingTier 2 training |
| First aid and paediatric first aid | TAsTeachersLunchtime Supervisors | Emergency and paediatric first aid |
| Medical  | TAs | Bespoke Diabetes Training |
| Restraint and Physical Intervention | TAsTeachersHead Teacher | Team TeachTrain the Trainer |
| **Maths** | **Teachers** **TAs** | **CPD from maths Hub lead** |
| **English** | **Teachers** | **Reading and phonics – reading lead** |

**Partnerships with other settings and how we manage transition:**

Illogan has worked with a number of settings and schools in the area in the following ways:

• SENCo partnership with other schools (including schools within the Crofty MultiAcademy Trust).

• Planning meetings with nurseries to support transition into our EYFS.

• Planning meetings with secondary settings for transition (including extended transition for those pupils needing it.

* APA and Pupil Placement Partnerships

**In 2022/23**

6 children on our record of need made successful transitions into secondary school. None of the children had EHCPs.

There were no permanent exclusions during this academic year.

**Transition from Nursery to EYFS:**

Our EYFS team visited our local pre-schools and nurseries to observe children and talk to key members of staff. Home visits were carried out by members of the EYFS team and the DSL and SENCo. Parents and their children were invited to attend Stay and Play sessions. Additional sessions were planned for individuals in liaison with nurseries and the Early Years Inclusion Service.

**Transition from Year 6 to Secondary School:**

The transition from year 6 to secondary school was supported through detailed hand over sessions between primary and secondary SENCos. For children with SEN, we also communicate additional information about SEN via written correspondence, meetings and e-mails. Secondary schools attended ECHP reviews in the summer term as well as PEP meetings where appropriate. Secondary settings were invited to attend meetings in the summer term in order to develop relationships with the family and pupil before transition.

Parents were included in this process through meetings and setting visits.

Identified children were able to access additional time in their secondary schools before starting the new term. Some families accessed support from the Autism Team and SENCo at their new secondary setting and individual transition plans were put in place.

**Attendance and Exclusions:**

The school works closely with the Education Welfare Service to support all children access school. Attendance for pupils with Special Educational Needs in 2020/21 was 92.24%. Attendance is monitored by Mr Riches.

**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.

The SENCo works with the Crofty SENCos to ensure that practice is consistent across all schools and that good practice is shared.

**Our Complaints Procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should inform the Headteacher and SENCo via the school office.

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 is Mrs Lucy Wandless.

Our Deputy Safeguarding Leads are Jade Bright, Sarah Trerise and Sarah Clark.

The Designated Children in Care person in our school is Jade Bright.

The Local Authority’s Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website: http://www.illogan.cornwall.sch.uk/policies

The School Development plan can be found on our website.

Our SEN Policy and School Local Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website.

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

The Governing Body approved this SEN Information Report on: