**CARBEILE JUNIOR SCHOOL**

**SEND Annual Information Report July 2024**

**Name of SENDCo:** Daniel Tamblyn **Dedicated time weekly:** Full time

**Contact email:** dtamblyn@carbeile.cornwall.sch.uk

**Name of SEND Governor:** Shenna Morton

**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 SEND, to engage with all aspects of school life.
* Refer to teaching and learning policy

**Our Graduated Response for Learners:**

* Continual monitoring of the quality of teaching
* Identification of individuals who require support to catch up; addressing their short-term barriers to learning; monitoring and tracking their progress.
* Identification of children/young people requiring SEND support and initiation of ‘assess, plan, do, review’ cycle.
* Consideration of application for Education, Health and Care Plan.
* All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

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

* Class teacher refers to SENDCO
* Ongoing curriculum assessments
* Tracking progress using data
* Further assessments by SENDCO and, where appropriate, by external agencies

We take a holistic approach by 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 SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy. Our measures to keep all children safe, including children with SEND, are outlined in our Safeguarding Policy.

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

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
| Informal Discussions  | SENDCO; teachers; TAs; Headteacher;SEND Governor; all pupils | Daily |
| Parents’ Evenings/Reports | Class teachers; Headteacher; parents;pupils | Termly |
| Class Dojo  | Class teachers; parents; pupils | Regularly |
| Text Messages | Class teachers; Headteacher; parents | Regularly |
| Assess, Plan, Do, Review meetings Face-to-Face or Virtually | Class teachers; SENDCO; Pupils on School Record of Need and their parents |  Termly |
| Annual Reviews | SENDCO; Class teacher; TA; Pupils with an EHCP and their parents; external professionals involved with the child and family. | Annually |
| Team Around the Child/Family Meetings | SENDCO; Class teacher; TA; pupils and their parents; external professionals involved with the child and family. | Termly  |
| School Council Meetings | Representative from each class | Half termly |
| Questionnaires | All pupils and parents | Annually |
| SEND Café Meeting | SENDCO; SEN teams; all parents invited | Termly |

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

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

In the period between September 2023-24, provisions made for children on our Record of Need has included:

* Communication and Interaction
	+ Speech and Language 1:1 and/or small group intervention
	+ Social stories
	+ Makaton where necessary
	+ Now and Next boards/Choice boards
	+ Task boards
	+ ICT programs/apps to support language
	+ Social curriculum intervention 1:1 and small group
* Cognition and Learning
	+ Small, nurture group
	+ Focus group and 1:1 interventions in English and Maths where necessary
	+ Targeted additional adult support
	+ Personalised spelling lists
	+ Pre-learning; precision teaching
	+ Phonological awareness intervention
	+ Dyslexia-friendly strategies
	+ Priority readers
* Social, Emotional and Mental Health
	+ Thrive/TIS interventions
	+ Social skills interventions
	+ Social/Emotional curriculum intervention 1:1 and small group
	+ Play therapy
	+ Music therapy
	+ Visual timetables
* Sensory and/or Physical Needs
	+ Individual laptop for recording
	+ Fine + gross motor control intervention
	+ Personalised Sensory Diet
	+ Sensory aids e.g. chews, fidgets
	+ Sensory items e.g. weighted clothes; swivel chairs
	+ OT advised interventions
	+ Movement breaks

During the 2023/24 academic year, we had 77 pupils receiving SEN Support and 12 pupils with Education, Health and Care Plans.

We monitored the quality of SEND provision through lesson observations; book & planning checks; pupil conferencing and learning walks. We also measured the impact of this provision by quantitative assessment and ongoing qualitative assessment.

**Support Staff Deployment:**

Support staff were deployed in a number of roles:

* Support in classrooms
* 1:1 Provision
* Small group intervention
* Playground support
* Lunchtime support
* Supporting at afterschool clubs
* Running afterschool clubs
* PPA Cover (HLTAs)
* First Aid
* Support for medical needs

We monitored the quality and impact of this support through lesson observations; book & planning checks; pupil conferencing and learning walks.

**Distribution of Funds for SEND:**

SEND funding was allocated in the following ways:

* Support staff including a dedicated SEND teacher
* External Services (See School Offer)
* Teaching and Learning resources
* Staff training
* Specific SEND resources e.g. sensory items
* Specialist Provision e.g. play therapist

**Continuing Development of Staff Skills:**

Individuals / whole staff / group training CPD this year:

|  |  |  |
| --- | --- | --- |
| **Area of Knowledge/Skill** | **Role of Staff undertaking CPD** | **Training Received from** |
| *Please see our separate CPD log* |

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

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

* Transition to secondary schools
* Transition into year 3 from Infants school and other schools
* Transition into years 4, 5 and 6 from other schools

We ensured that the transition into year 3 was smooth by regular communications, including visits between relevant school staff, the feeder Infants school and parents. For all year groups, the relevant school staff met to share information regarding all individual pupils during the summer term. Some pupils on the RON had additional transition support for preparation to move into the next class.

The transition of year 6 to secondary schools was supported through the sharing of information between the year 6 teacher and the schools’ SENDCOs. Pupils with SEND made additional visits to the schools. Parents were included in this process wherever possible.

**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 SEND Development/Action Plan.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should contact our SENDCO, Daniel Tamblyn (dtamblyn@carbeile.cornwall.sch.uk) or the Headteacher (head@carbeile.cornwall.sch.uk) in the first instance. If unsatisfied with the outcome, contact should be made with the SEN Governor, Sheena Morton (smorton@carbeile.cornwall.sch.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 is Pete Hamlyn (head@carbeile.cornwall.sch.uk)

The Designated Children in Care person in our school is Caroline Sales (csales@carbeile.cornwall.sch.uk)

The Local Authority’s Offer can be found at <https://fis.cornwall.gov.uk/synergyweb/cornwallfis/>

Our Accessibility Plan and School Development Plan can be found on our website.

Our SEND Policy and School 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 SEND, can be viewed from the link on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

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.

**SENDCO:** Daniel Tamblyn

**Signed:**

**Date:** 03.09.24