



SEND Information Report

For academic year 2022-2023

Name of SENDCo:	Mrs Lori Nancarrow
Dedicated time weekly:	3 days
Contact email:	lnancarrow@mcs.celtrust.org
Contact Phone Number:	01726 73911
SEND Governor:	Mr R Cardigan
School Offer link:	https://www.mount-charlessch.org/web/inclusion/395703

Policy

The Special Educational Needs policy is updated annually in the autumn term and is written in line with the new Code of Practice for Special Educational Needs and Disability (SEND) 2014 which replaces the Code of Practice 2001. The code details the rights and responsibilities of parents and children throughout the process.

SEN Policy link: www.mount-charlessch.org/web/inclusion/395703

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

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by:
 - Ongoing curriculum assessments
 - Tracking progress using data
 - Termly meetings between class teachers and SENDCo
 - Further assessments by specialists, including those from external agencies.
- ✓ How we identify children that need additional or different provision:
 - Initial concerns raised (by parent or teacher) and addressed through normal classroom practice and possibly short-term intervention. The child's progress is monitored by the teacher.
 - If the child requires further additional, alternative provision and/or the school is required to consult with outside agencies, then tests/screening tools will be used to identify the specific needs of the child. They are considered to be receiving 'SEND Support' and will be placed on the Record of Need, initiating the "Assess, plan, do, review".
 - In some cases, a child's needs cannot be met by the support outlined and an Education and Health Care Plan is requested.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

We take a holistic approach by considering all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the social and emotional 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.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book/Dojo	Individual children	Daily/When required
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
School Council	Representatives from all classes	Half termly
Pupil conferencing	Representatives from all classes	At least half termly
PSHE sessions and assemblies	All pupils	Weekly

Numbers of pupils with SEND

SEND Numbers 2022-2023	
Statement/EHC Plan	11
SEN Support	65
Total	76

Specific needs of SEND pupils 2022-2023 based on New SEND Code of Practice areas of need. Some children require support in more than one of these areas, below is a summary of Primary Area of need.	
Social, Emotional and Mental Health (including ADHD)	12
Sensory and/or Physical	4
Cognition and Learning (including Dyslexia)	16
Communication and Interaction (including ASD)	44

NB. Data does not account for mobility during the year.

The Assess, Plan, Do, Review Cycle:

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

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

- ✓ Communication and Interaction – Speech and Language Therapy sessions, Language Links sessions, NELI/Talk Boost sessions, Lego Therapy, Draw and Talk, Mentoring, TMHIS sessions, Specific Oracy teaching, Group work opportunities within the classroom and structured during lunchtimes, visual timetables, Widget symbols to support changes, transition photograph books.
- ✓ Cognition and Learning – Read Write Inc group and individual interventions, IDL Reading and Spelling Programme, SHINE, Lightning Squad, maths interventions, TEACCH trays, physical manipulatives, task management boards and provision of additional resources such as easy grip pens, writing slopes, and coloured overlays.
- ✓ Social, Emotional and Mental Health – Creating Boxall Profiles, Draw and Talk sessions, Lego Therapy, TMHIS Mentoring sessions, ELSA interventions, Nurture group at break times, access to enrichment activities such as clubs and trips, referrals to external agencies, including support from our assigned Mental Health Support Team Practitioner.
- ✓ Sensory and/or Physical Needs – Fun fit, Dough gym, Funky fingers, individual personalised programmes, 'Minute to manage', movement breaks, wobble cushions, sensory breaks, and resources.

We monitor the quality of this provision by meeting regularly with the staff providing the support, meeting regularly with parents, monitoring the impact of the provision within the intervention and the classroom.

We measure the impact of this provision by reviewing the impact the provision is having on the child both within the intervention and within the classroom environment through meetings and general formative assessment.

Distribution of Funds for SEND:

During 2022- 2023 this was allocated in the following ways:

- ✓ Deployment of Teaching Assistant staff
- ✓ Targeted teacher time

- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Purchase of supportive computer programmes- IDL, Clicker, Edukey, Connective Steps
- ✓ Purchase of sensory resources including; ear defenders, peanut ball, balance boards, body sock

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Working with small groups within the classroom.
- ✓ Working with small intervention groups.
- ✓ Working with individual children in interventions.
- ✓ Working with individual children within the classroom.
- ✓ Working with children during break and lunchtimes to facilitate social communication skills
- ✓ SENDCo support for teachers, teaching assistants, children, and parents, as well as the completion of administrative works and liaison with external agencies
- ✓ Support for medical needs

We monitor the quality and impact of this support through learning walks, pupil conferencing, staff discussions, meeting with parents, monitoring of assessment information and provision maps.

Continuing Development of Staff Skills:

Specific Staff training 2022-23 included:

- RWI/Fresh Start training
- Team teach training (Physical restraint)
- ELSA training (SEMH Support)
- ELKLAN training (Speech and Language)
- SW100
- PRICE Trainer training

Whole school training this year has included:

- RWI development days
- The Write Stuff training
- Spelling Shed CPD
- Colourful Semantics
- Grammar Games
- Attendance CPD for teachers
- SMART Target and the development of Student Support Plans
- Emotion Coaching/Behaviour Support training
- Monthly Teaching Assistant training to ensure cascading of information and upskilling across a range of areas
- CLICKER training
- Mental Health and Wellbeing training, including Emotion Coaching
- Think, Pair, Share - Refining the use of talk partners

We monitor the impact of this training through learning walks, pupil conferencing, follow up staff meetings and drop-in sessions for staff to raise queries.

Partnerships with other schools and how we manage transitions:

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

- ✓ SENDCo network and cluster meetings within and outside the CELT Learning Trust.
- ✓ Year groups and subject leader liaison across the Trust.
- ✓ Sharing of good practice ideas.

Nine children on the Record of Need joined Mount Charles school, three with an EHCP. One of whom we successfully supported a transition to a specialist setting following a comprehensive interim review of need. Eight children on our Record of Need made a successful in-year move to another school. In addition, we supported two pupils to transition from an APA to a specialist placement. Successful transition processes were in place for 15 SEN Support children and three with Education and Health Care Plans to their chosen Secondary Settings.

We ensure that the transition from Nursery to Reception is smooth by contacting all Nurseries early in the Summer Term. The EYFS Lead visits each nursery and gives a Mount Charles School uniform – these are added to role play areas. In the summer term, we share our prospectus and First Days Booklet.

'All about me' forms are completed for each child and are used to inform transition.

EYFS lead/SENDSCO/Pastoral Lead attend TAC meetings prior to children starting Mount Charles school.

A comprehensive transition form is used to gather information in phone calls and meetings with parents.

Across the school, in July 2023, social stories were sent home with photographs of the members of staff working in each year group. In addition to this, children met their new teacher and had a session with them in the classroom.

The transition from year 6 to secondary school was supported through close liaison with the class teachers who alongside the SENDCo from Mount Charles who had meetings with the staff from the Secondary schools. Detailed notes were passed on to the receiving schools. Children on the Record of Need were given tours of their new school and were invited to additional transition sessions. They were also invited into two of the secondary schools for sessions in the summer holidays.

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 Improvement Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should first contact the teacher or the SENDCo. If this does not lead to the issue being resolved then please contact Mrs Bunting (Head teacher).

This year we received 0 complaints with regard to SEND support and provision in the mainstream setting.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Miss R Nile.

The Designated Children in Care person in our school is Miss R Nile

The Local Authority's Offer can be found at: www.supportincornwall.org.uk/kb5/cornwall/directory/home.page



Our Accessibility Plan is available on the SEND pages of our website:
www.mount-charlessch.org/web/inclusion/395703

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website:
www.mount-charlessch.org/web/inclusion/395703

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: 05/10/23