



Madron Daniel CE Primary School

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Name of SEND Governor: Tamsin Gittins

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
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by appropriate intervention.
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ With parental consent refer to external support service.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN 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 SENCO/Inclusion coordinator
- ✓ Ongoing curriculum assessments/Social-emotional well-being assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from 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 SEN, is set out in our School Offer.



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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class Teachers Inclusion Coordinator SENDCO Head Teacher Parent and pupil	Ongoing Ongoing Ongoing As necessary
Parents' Evenings	Class teachers Parent and pupil	2 x annually
Home-School Book	Class teachers Parent and pupil	As necessary for individual children
Individual learning plan meetings. (ILPs)	Class Teachers SENDCO/IC Parent and pupil	Termly for children at School support.
Early Support Meetings	SENDCO/IC Parent and pupil	As necessary for individual children
Questionnaires	Class teachers Head teacher Parent and pupil	All pupils and parents 1x year
Class meetings	Class Teacher/Support staff Parent	At the start of a new year

The Assess, Plan, Do, Review Cycle:

For children/young people on our Graduated approach to individual needs (GRIN) 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 our SEN Policy for further details.

- ✓ Communication and Interaction :
 - Speech and Language 1:1 and/or small Group Intervention
 - Social Stories
 - Visual Support
 - Time To Talk
 - Whole school/small group individual TIS approaches
 - Lego Therapy

- ✓ Cognition and Learning :
 - Focus group Interventions in all areas of Literacy and Numeracy



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- Targeted Additional Adult Support
- Pre-teaching
- Precision Teaching
- Dyslexia Packs
- Speech & language package
- Scribes as required
- KS2 SATs Access Arrangements
- Dyslexia Screening/Visual stress screening
- Access to the Cognition and Learning Team
- Access to an Educational Psychologist
- Access to the ASD Team
- Laptops/iPad for recording
- Drop – In EP Sessions for parents
- ✓ Social, Emotional and Mental Health:
 - 1:1 with TIS Practitioners
 - Social/Emotional Skills individual and small group sessions
 - Trusted Adult Support
 - External counselling
 - CAMHS
 - Bloom
 - Individual safety plans
 - Thrive / Trauma Informed schools support
 - Drop – In EP sessions for parents
- ✓ Sensory and/or Physical Needs:
 - Specialist sensory equipment
 - Intimate care plans
 - Individual laptops for recording

During the 2023/2024 academic year, we had 15 children/young people receiving SEN Support or Education, Health and Care Plans.

We monitor the quality of this provision by lesson observations: book & planning moderation: pupil conferencing and learning walks. Meetings with Teachers/Support staff/parents/professionals.

We measure the impact of this provision by termly quantitative assessments and ongoing qualitative assessments.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ Designated adult support for individual pupils
- ✓ Small group intervention



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- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs
- ✓ Breakfast Club
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs
- ✓ Thrive/TIS work

We monitor the quality of this provision by lesson observations: book & planning moderation: pupil conferencing and learning walks, meeting with teachers and support staff.

Distribution of Funds for SEN:

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills 2023/2024

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
SEND	All teaching staff	Adaptive teaching

We monitor the impact of this training by monitoring teaching and learning.

Partnerships with parents/carers

Parents/carers are vital partners in meeting their child's individual needs and work well with the school in terms of attending Assess, Plan, Do, Review cycle meetings (PIP Meetings).

- 95% parents' carers attended PIP meetings throughout the year.

Partnerships with other schools and how we manage transitions:



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

- ✓ Small group extended transition to secondary schools
- ✓ Extended transition to specialist provision
- ✓ Planning meetings with secondary schools
- ✓ Graduated starts for children with SEN joining our school if needed.
- ✓ Forest school extended transition for year 6 children if required.

We ensure that the transition from Nursery to Reception is smooth by free flow throughout the year. Transition sessions are planned in the summer term alongside open parent mornings.

We support the transition from Reception to Year 1 by holding transition sessions for the children in July; parents' meeting: singing practice throughout the year and detailed hand over meetings between the class teachers and SENCO.

We helped children to make the move from year 2 to 3 by holding 3 transition sessions in July; Transition meeting of involved staff; Individual Provision Maps written in Summer Term shared with and implemented by new class teacher ready for September.

The transition from year 6 to senior schools was supported through; Parents' & Child visits to schools accompanied by SENCo if requested; Taster Days at the secondary School; SENCo meeting with SENCo from Secondary Schools to share information.

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.

Our complaints procedure:

Anyone wishing to make a complaint regarding SEN support and provision should refer to our complaints procedure policy.

This year we received 0 complaints regarding SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Helen Kershaw

The Designated Children in Care person in our school is Jenna Stobbs

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

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 during the Autumn Term 2024.