

SEND Annual Information Report – July 2025

Name of SENDCo: Clair Bateman Dedicated time weekly: 2 day a week

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Name of SEND Governor: Emma Guppy Wilcox

School Offer : https://www.trewirgie-inf.cornwall.sch.uk/web/send\_information/627600

**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.
* The curriculum has been adapted so that all children with SEND have access to high quality, balanced, ambitious curriculum
* A dedicated HLTA to support our EHCP children’s individual support.

**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 by ensuring appropriate SMART interventions are in place. These are monitored by the SENDCo.
* 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/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:**

**Our Criteria for placing children on School Record of Need**

There are 4 main areas of need that children can be placed on the ‘Record of Need’ for:

1. Communication & Interaction (C & I)
* Speech, language & communication needs (SCLN)
* ASD
1. Cognition & Learning (C & L)
* Moderate learning difficulties (MLD)
* Severe learning difficulties (SLD)
* Profound & multiple learning difficulties (PLD)
* Specific learning difficulties (SpLD)
1. Social, emotional and mental health difficulties (SEMH)
2. Sensory and/or physical needs
* Vision impairment (VI)
* Hearing impairment (HI)
* Multi-sensory impairment (MSI)
* Physical Needs (P)

A child may be identified as being placed on the Record of Need under their primary (main) area of need. There may well be other areas of need that are also identified.

**Our Criteria for placing children on School Record of Need**

A child will be placed upon the Record of Need using the school’s criteria, this includes when:

* A specific area of need has been identified through assessment (either internally or externally), that impacts upon educational progress and/or attainment
* The pupil requires teaching/intervention and/or support that is ‘additional to and different from’ to the schools usual universal provision
* The pupil may be accessing support from external professionals, (although this is not a necessary requirement)

The child’s class teacher and SENDCo then use more detailed guidance to identify the child’s main area of need.

For example: When will a child be put on school record of need for ‘Cognition & Learning?’

* When there is a concern about lack of progress and there is a need to provide interventions which are additional to or different from those provided as part of the school’s usual differentiated curriculum,
* Concerns may be raised by: teachers, parents/carers, pupils or other agencies,
* Triggers may be a child makes little or no progress despite receiving differentiated learning opportunities, a child has difficulties developing literacy/numeracy skills. See below for advice on Standardised Scores

Other Indicators:

If a child is not achieving key skills at age expectation, such as:

* Key words vocabulary
* Phonic knowledge
* EYFS Good Level of Development

These children need to be indicated that they have been placed on the Record of Need on Arbor and on their own Individual Provision Map.

Outcomes on Provision Map should be SMART:

* S - Specific
* M - Measurable
* A - Achievable
* R - Realistic
* T - Timebounded

Children and parents should understand the outcomes and should be involved in the outcome setting processing. Outcomes should include the strategies to be used to overcome barriers to learning.

* During the 2024/2025 academic year, we had 21 children/young people receiving SEN Support and 11 children/young people with Education, Health and Care Plans and three whop are waiting their EHCP Plan to be finalised.

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 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:**

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
| Informal Discussions  | All pupils | Daily |
| Parents’ Evenings/Reports | All pupils | Termly |
| Dojo/ Tapestry communication | 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  |
| Questionnaires | All pupils and parents | Annually |

 **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, parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children on our Record of Need has been in line with the SEND Code of Practice 0 - 25 the school continuously monitors and evaluates the working of the SEN provision through using a Graduated Response and through applying the ASSESS – PLAN – DO – REVIEW cycle. To do this we use individual provision maps (IPM’s) for children on the Record of Need:

**Assess** - clear analysis is made of needs based on:

* views of the child/young person and their parents/carers
* teacher assessments and observations
* pupil’s current attainment
* pupil’s previous progress and attainment
* tracking of progress and comparisons with national data
* assessments by external agencies if appropriate

**Plan** - following assessment, the teacher, SENDCO, parent/carers and pupil, agree on a plan of action to include:

* time limited outcomes for the pupil
* the adjustments, support and interventions to be put in place
* a date for review

All planning is pupil centred and outcomes focused and recorded. The curriculum is adapted for the children’s needs. Each child has a SEN folder which details how each lesson has been adapted.

**Do** - all the pupil’s teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

* differentiating and personalising the curriculum
* delivery of ‘additional and different’ provision for a pupil with SEN
* planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
* linking interventions to classroom teaching

The SENDCO supports teachers in the effective implementation of provision

**Review** - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

The ‘assess, plan, do, review’ cycle is recorded on individualised provision maps, which class teachers review termly, in line with pupil progress meetings.

We also gather information on the following aspects:

* Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
* The level of support pupils received and the amount of progress they make
* The ‘value-added’ data of pupil progress
* The success of resources
* The impact of training and new approaches to meeting needs
* The identification of training needs
* The impact and outcomes of the review process
* The development of pupil participation
* Relationships with parents
* The impact of the statutory process on pupil progress
* The success of involvement of outside agencies
* The success of liaison and transition within school and with other schools
* Pupils awareness of their outcomes and achievements

Communication and Interaction –

* Our provision included quality first teaching to ensure that children had a language rich environment and provision. Pre teaching of language before topics. Speech and Language intervention by a trained HLTA for those who have SAL outcomes set by the SALT. WellComm is used across nursery to screen and plan for SAL interventions. Makaton is used where appropriate. Visuals, intensive interaction and shared joy are used with individual children.

Cognition and Learning –

* Our provision always starts with quality first teaching.
* Dyslexia screening in place from Year 1 as necessary and upon request.
* Daily Dojo communication is used
* Coloured over lays
* Personalised curriculum
* Different timetable and activities, as appropriate
* Individualised ‘life skills’ programmes if appropriate
* Small group support work with a specialised SEN team
* Verbal feedback between parents and school at the start and end of each day as required/requested and/or school - Dojo
* Educational Psychologist
* Cognition & Learning service
* Additional Sensory input in collaboration with the Occupational Therapy service/EP Service
* Multi agency (TAC) meetings to review areas of difficulty and levels of support

Social, Emotional and Mental Health –

* Meet & Greet
* Pastoral lead who sees children individually and in groups
* Children are taught about bullying though our PSHE curriculum. Information is sent home via the newsletter. SEN children complete a questionnaire in the Summer term.
* Emotionally Available adults in all classes.
* Emotions registration- to gain child views.
* Individual sensory breaks
* TiS/ Thrive interventions
* Visual Cues
* Individualised emotional support
* Individual safety plans
* Use of social stories
* Personal Care plans
* Vulnerable pupils meetings held weekly, to ensure all their needs are met and support in place
* Multi agency (TAC) meetings
* CAMHS
* Educational Psychologist
* Social Care
* Family Support Services
* Bereavement Services (as required)
* Jigsaw service & other therapeutic services such as Play therapy accessed as needed
* ASD Team (as required)

Sensory and/or Physical Needs –

Provision includes:

* Sensory breaks
* Access to sensory areas within the school
* Access to bespoke sensory boxes
* Heavy work
* Referral to the OT
* SENDCo has completed WRAPs training

**Support Staff Deployment:**

Support staff were deployed in a number of roles:

* Support in Classroom
* Support in Geevor SEN provision
* Support in the sensory room
* Pastoral support
* Tis/ Thrive Interventions
* Parental support
* 1:1 Provision
* Small group intervention
* Playground support
* Lunchtime support
* Afterschool Clubs
* Breakfast Club
* PPA Cover (HLTAs)
* First Aid
* Support for medical needs:

The SENDCO and SEN Governor regularly monitored the quality and impact of this support.

**Distribution of Funds for SEND: ensure this matches your LA’s funding policy**

SEND funding was allocated in the following ways:

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

**Continuing Development of Staff Skills:**

Individuals’ CPD this year:

|  |  |  |
| --- | --- | --- |
| Epilepsy training  | Summer 2024 | Year 2 staff Reception staff  |
| PRICE  | September 2024Tina Leake |  EYFS and SEND Staff  |
| SALT Joy  | 1/10/24Verity Richards | EYFSSEND  |
| Autism Champion Training  | 5/11/24TPAT  | LMCLisa Robins  |
| Speech and language progression tool | 5/11/24 | Melody Kassajager |
| Dylesixa Training  | 24/2/25CCC | LMC |
| NDP | 5/2/25CCC | LMC |
| ICW  | Feb/March SALT | Emily Searle |
| SEND Early years | 17/3/25EYFS SENDCO  | LMC |
| Brain Injury Trust- Supporting children after a Stroke.  | 17/3/25Brain Injury Trust  | LMC |

The SENDCo and SLT monitored the impact of this training. Training was sought to meet the needs of the children.

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

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

* TPAT support
* This year, 2 children requiring SEN Support and 1 children/young people with Education, Health and Care Plans joined us from other schools.
* 1 child on our Record of Need in 2024/25 is now EHE

We ensured that the transition into our Nursery was smooth by a staggered transition. Children attended for a short period of time which gradually increased.

Nursery and reception offer home visits to all new starters and comprehensive transition documents are completed by nursery staff with parents.

We supported the transition from our Nursery and other local nurseries into our Reception class by enhanced transition plans. We closely liaised with the area SENDCo and other nurseries to ensure that we had a good understanding of how we would need to meet the needs of children starting school. Children and parents are invited into school for Stay and Play sessions. Extra transition sessions are offered after school for children or families who require it. We also operate a staggered start into reception to allow the adults to get to know the children. Again comprehensive transition documents are completed by Reception staff with parents.

We helped children to make the move from the Early Years Foundation Stage to KS1 by sending leaflets of the new teaching teams and the environment and transition days in July. The majority of our children transfer to the Junior school at the end of year 2. Extra transition was offered for SEN children. Social stories are made for all children who need them.

For children with SEND, we also held a comprehensive handover between SENDCos and extra transition books were prepared for the children. Those with SEND have also attended weekly transition visits to the Junior school.

Parents were included in this process through good communication from both the Infants and Junior school.

**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 these improvements. We do this through our School Development Plan.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should follow the procedure for managing complaints:

* Parents consult with class teacher;
* Parents consult with SENDCo/Head Teacher/LMC
* Parents are given information about Parent Partnership Groups including SENDIASS;
* Record of all events are kept in writing;
* Parents will be invited in to discuss their difficulties face to face;
* Parents will be communicated with in writing;
* If parents have a concern the aim would be to contact them immediately or within a short timescale ;
* Refer to complaints procedure document

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

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Clair Bateman

The Designated Children in Care person in our school is Clair Bateman

The Local Authority’s Offer (Cornwall’s Local Offer) can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrensservicedirectory.org.uk>

The following documents can be found on our website:

 https://www.trewirgie-inf.cornwall.sch.uk/web/

* Accessibility Plan
* Our SEND Policy and School Offer (our contribution to the Local Offer)
* Details about our curriculum, including how it is made accessible to children/young people with SEND
* Details of how we keep children/young people safe can be found in our Safeguarding Policy

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.