



SEND Annual Information Report

July 2024

Name of SENDCo: Chris Hurley

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Name of SEND Governor: Tracey Webster

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, scaffolded and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Reasonable adjustments, ‘additional to’ and ‘different from’ considered whenever applicable

Our Graduated Response for Learners:

- ✓ Monitoring of the quality of teaching, learning and provision
- ✓ Identifying and tracking the progress of children that require support to catch up
- ✓ 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 SEND register.

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

- ✓ Class teacher refers to SENDCO
- ✓ Ongoing curriculum assessments
- ✓ Specific testing/screening
- ✓ Tracking progress using data
- ✓ Looking at the ‘lived experience’ for the child (home life, attendance, mobility, PP)
- ✓ Further assessments by specialists, including those from external agencies
- ✓ Feedback and conversations with parents and carers

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 Relationships and Safeguarding policies.

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	Individual children	Daily
Assess, Plan, Do, Review meetings, Face-to-Face or Virtually	Pupils on SEND register	Termly
Parent and child voice collected on My Plans	Pupils on SEND register	Termly
Carer and child voice collected for PEPs	Looked-after children	Termly
Team Around the Family meetings	Individual pupils/families	At least Half Termly
Pupil Ethos Group	Representatives from all classes	Half termly
Student council	Representatives from all classes	Half termly
SLT meet and greet every morning and afternoon	All parents and children coming to and going home from school	Daily

The Assess, Plan, Do, Review Cycle:

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

This year, provision has been made for children/young people on our SEND register in the four prime areas of SEND:

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental Health
- ✓ Sensory and/or Physical Needs

See school provision map (school offer) for details of provision offered

During the 2023/24 academic year, we had:

NOR (Ex. nursery):	307
SEND (Ex. Nursery):	83
K (SEN support) Ex. nursery:	74
E (EHCP):	9

Percentage of children with SEND Years R-6	83/307 (Reception+KS1+KS2)	27.0%
% of <u>primary</u> children with SEND (nationally Jan 2023)		13.5%
Percentage of children with an EHCP Years R-6	9/307	2.4%
% of <u>primary</u> children with an EHCP nationally (Jan 2023)		2.5%

SEND breakdown

Year group	Cognition and learning	Communication and interaction	Physical and sensory	Social, emotional & mental health	EHCP	Total
Reception		1		2		3
Year 1	1	5	1		2	7
Year 2	4	6		1	1	11
Year 3	5	9	1	3	3	18
Year 4	2	11				13
Year 5	5	6		2	1	13
Year 6	1	12	2	3	2	18
Totals	17	48	4	11	9	83

Autism Spectrum Condition Nationally 3%	17/307 – 5.54%
Children on assessment pathway	16/307 – 5.2%

Reception children with SEND	3
KS1 children with SEND	18
KS2 children with SEND	62

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1:1 Provision
- ✓ 2:1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs
- ✓ Breakfast Club
- ✓ Cover for teachers
- ✓ First Aid
- ✓ Support for medical needs (e.g. diabetes)

We monitored the quality of our SEND provision by:

- Learning walks with specific SEND focuses including: My Plan provision, Scaffolding to independence, pupil voice, learning environment, interventions, EHCP provision, TA best practice
- Intervention record checks
- My Plan target reviews and data analysis
- Assess, Plan, Do, Review meetings each term (or as required)
- Regular staff training and feedback
- Book looks
- Governor visits and learning walks
- Pupil voice
- Evaluation of policies/key documents
- Attendance monitoring
- Parent consultations
- Specialist visits and online consultations, including feedback/review of provision
- Data from interventions

Note: My Plans and EHC Plans are regularly monitored, reviewed with staff, parents and children and updated to reflect progress. In addition to monitoring academic progress, we monitor social and emotional progress and wellbeing to ensure that all a child's needs are fully met.

Distribution of Funds for SEND:

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:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking CPD</u>	<u>Training Received from</u>
SEND conference	CH	Devon CC
SEND network meetings	CH	Devon CC
SEND Network group	CH	
SEN code of practice	ML and CH	SEND SW

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking CPD</u>	<u>Training Received from</u>
Supporting specific SEND: Dyslexia	Teachers and TAs	CH
Supporting specific SEND: Sensory Processing disorder	Teachers and TAs	CH
Supporting specific SEND: ASD	Teachers and TAs	CH
EEF's 'Five-a-day' principle	Teachers	CH
Scaffolding and differentiation General approach to scaffolding – when, how, what, how much/little	Teachers	CH / AF
What is stimming?	Teachers and TAs	CH
Children with allergies/ anaphylaxis	Teachers and TAs	CH
Safeguarding refresher, including KCSIE update	Teachers and TAs	CH
Effective TA practice: EEF , 'Making best use of teaching assistants'	Teachers and TAs	CH
Specific guidance on TA support during whole-class inputs	TAs	CH
Interventions refresher	TAs	CH
Early help training	Teachers and TAs	CH

Refresher/initial training in relational practice and the relationships policy	Targeted staff (Teacher and TA)	CH
Relational support plans	Teachers and TAs	CH
Use of ICT and technology to support children	Teachers and TAs	CH
Montessori, child development and the use of practical strategies to aid learning – JL	TAs	JL
EYFS Speech and language support	TAs	CP
RWI and fast track training	Teachers and TAs	AC
Enhanced transition for children with SEND	TAs	CH
Bespoke support for teachers via drop ins/meetings	TAs	CH

We monitored the impact of this training by:

- Learning walks with specific SEND focuses including: My Plan provision, Scaffolding to independence, pupil voice, learning environment, interventions, EHCP provision.
- TA folder / record checks
- My Plan target reviews and data analysis
- Assess, Plan, Do, Review meetings each term (or as required)
- Regular staff training and feedback
- Book looks
- Governor visits and learning walks
- Pupil voice
- Evaluation of policies/key documents
- Attendance monitoring
- Parent consultations
- Specialist visits and online consultations, including feedback/review of provision

Transitions

18 children/young people on our SEND register in 2023/2024 made a successful move to secondary education. Enhanced transition for children with SEND included:

- Additional visits for children
- Additional visits for children with parents
- Adult support for visits from trusted adults in school
- Detailed information sent via pen portraits
- Meetings between SENDCOs to pass on need and provision
- Meetings between SENDCO and parents
- Medical care plan meetings
- Relational support plan sharing
- My Plan sharing

- Plan written in summer term for year 7 support.
- Resources purchased prior to children starting in September.

We ensured that the transition into our Nursery was smooth by offering taster visits, phased transitions, meetings with parents and nursery staff, bespoke arrangements as required. Staff went out to local nurseries to observe and meet staff members, parents and children.

We supported the transition from our Nursery and other local nurseries into our Reception class by doing taster hours, mornings and days. Meeting teachers prior to visits/starting and bespoke arrangements as required. Open evenings also provided.

We helped children to make the move from the Early Years Foundation Stage to KS1 and KS1 to KS2 by offering bespoke support as required, including meeting their new teacher in advance to build relationships, seeing their new classroom and having move-up days. Transition books also created for key children.

Parents were included in this process through meeting with all schools and professionals involved + consultation around targets and provision at every stage.

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, which includes our SEND Action Plan.

We have termly visits from a Local Authority SEND Advisor who supports with monitoring and next steps.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should contact the school office on 01409 253700 or email admin@holsworthy-primary.devon.sch.uk.

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 was Chris Hurley. Next year this will transfer to Miss Frost (Headteacher).

The Designated Teacher for Children in Care in our school is Chris Hurley.

The Local Authority's Offer can be found at: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

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.