Mousehole Primary School SEND Report Spring 2022

SEND profile for the last 12 months

- There are currently 7 children on our Record of Need. One in Mousehole Mice, 4 SEN support in KS1 and KS2 and two children with an EHC Plan.
- Of 115 pupils on roll (including the pre-school), 6% of our school have additional needs and as such, require additional support. This is significantly lower than the national average.
- The main needs in our school are speech and language and cognition and learning.

Overall quality of provision for pupils with SEND

- At Mousehole School we aim for children who have SEN support to be fully included in all areas of the curriculum. We use our SEN Strategy to inform us of adaptions and provisions we make to address each need and to help to make learning accessible for all by breaking down any potential barriers. Such as headphones in music, the use of technology to record written work, visuals and equipment such as triangular pencils or a writing slope.
- Interventions based on IEP smart targets take place with a regard to inclusivity and with the aim for children to not be taken out of lessons. However, we do still have very specific interventions that take place especially for the children who have an EHCP. All interventions are timetabled on a class provision map.
- Provision is flexible, depending on individual needs and progress. IEPS are annotated and a record of progress is made for each specific target / intervention and if targets have been met before the end of the term new ones will be put into place.
- Termly IEP meetings are held with staff and parents, during which we review the APDR (Assess, Plan, Do, Review) process for each child. More frequent meetings are organised if required.
- 'All about me' pupil feedback is completed each term, or when appropriate. There is also space for the children to respond and put across their views on the IEP meeting notes document which is completed termly.
- We have a member of our support staff trained up as an ELSA (emotional Literacy Support Assistant) who works with children to develop emotional resilience and social skills.
- Experienced TA and teaching staff offer high quality differentiated curriculum and interventions, from speech and language and sensory needs to social and emotional support.

Achievement of pupils with SEND:

- SEE Corestats, School tracking and PP / SEN doc for data.
- There is excellent attendance from all children on the RON. No exclusions have been made or needed to be discussed. All children participate in day-to-day learning, visits, events such as outcome events and concerts.
- Progress and attainment of IEP targets is recorded in the most appropriate way to reflect the target. For example: a smart target may be 'I can count backwards from 25. When quizzed I am 85% successful' Children who have not reached WTS for their expected levels are assessment using Pre – Key Stage assessment statements.
  For more qualitative information we use a sliding scale of assessment. See below:

Outcome 1: ***can self-monitor his speech and check for clear sounds. * can self-correct if needed.**

Rating: 0 1 2 **3** 4 5 6 7 8 9 10

- **Description of baseline level – identified a 3**
  As discussed with his parent, ** is beginning loose his clarity of speech with specific sounds. Sometimes it is hard to understand what he is saying, and this causes frustration for him. At the moment he is aware but does not frequently self- monitor.

- **Description of expected level – identified as a 7**
  ** will be able to self-monitor his speech and correct if needed in at least 75% of his conversations. He will remember how to form specific sounds and will self-correct unclear ones.

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SEND policy

- The Mousehole School SEND policy was reviewed in October 2021.
- The updated SEND information report is on school website as is the Mousehole School SEN Strategy which details our school context compared to national data, information about the needs and the children on our record of need and information about how we provide Universal, specific and targeted support.
- The TPAT SEN across the curriculum is to be adapted to be school specific. This document will illustrate how children with SEN are supported across the curriculum to enable inclusivity.

SEND budget and spending

EHCP Top Up – we currently have two EHCP children. One of which we receive 8 units of top up funding and the other 4 units.
This funding is used for specialised interventions, support in class, any training needs and resources to aid learning.

Staffing for SEND

The current SENCO, K Smith completed the qualification in October 2018.
She works as a SENCO and a full-time year 5/6 class teacher. SENCO time is officially one afternoon a week, although more time is allocated when needed for CPD, to attend TPAT Hub meetings and Cornwall SENCO network meetings and additional paperwork.
Support staff have been allocated for planned interventions with small groups and individualised support for individuals on our Record of Need.

Interventions

Various interventions have been used for pupils with SEND from academic support to activities linked to professional advice.
Interventions include sensory support heavy muscle work; typing sessions; fine and gross motor skills; Funfit; social and emotional understanding and skills; speech and language; learning and cognition such as phonological awareness. More detailed information about our interventions can be seen in class provision maps.
Interventions are kept SMART to ensure that they have a positive impact. They are changed as and when targets are achieved, or new advice has been given.
Impact can be measured through formative assessment, qualitative data and recording daily progress. It can also be measured over time through our tracking system.
Interventions lead by EB, and AM are clearly documented chronologically and discussed with class teachers and SENCO.

CPD related to SEND

- All training opportunities have been scheduled as a result of specific needs within our school.
- SENCO attends regular SEN Surgeries and SENCO Network meetings (at least twice monthly)
- Autumn 2021: SENCO and teaching assistant attended 3-day course IDFS+ in order to investigate becoming a Dyslexia Friendly Plus School. Due to the implementation of a new reading scheme (Little Wandle) we have decided to delay going for the accreditation.

Engagement with stakeholders

The children are involved in the APDR process by completing their pupil voice 'All about me' feedback and are involved in discussions about their IEPs and the progress they are making linked to the IEP and their daily learning.

During IEP meetings parents are given the opportunity to express their views on their child's strengths and concerns in and out of school. This is recorded. They also have input in the IEP targets, and they are only put into place with agreement from the parent/carer.

Professional input this year has included:
Elain Adams Speech and Language has been working with 2 children (EHCP) one in MM and one other child is on the pathway for assessment.
Melinda Leishman (Physical and medical needs specialist) – working with children specifically about breaking down barriers when recording learning.
The Educational Psychologist, Lucy Yeoman, have been in contact with school to assess and support children and offer support with how we move forwards in our provision.
The Occupational Therapy team have been involved with parental advice.
Kay Elliot SCIP worker has worked with one of our families.
Sarah Foden AST has visited and observed. She is on long term sick, so Matthew Wilmott is taking over as our contact.

Complaints
n/a with regards to school.

Any other developments regarding SEND?
With OFSTED due SEN has been closely scrutinized, worked upon and supported over the past term by SEN Governor, Chris Gould (Director of Education TPAT) and Paul Hodson.
The SENCO has worked on documentation of our provision and the context of our school.
Early reading has become a focus, with the bottom 20% being a focus as is catch up and interventions.
SEN and the wider curriculum has been a focus - with further development of documentation illustrating how we implement this to be developed.
IEPs have become more SMART, have a clearly defined Assess, Plan, Do, Review process and include a sliding scale for more qualitative assessment. The implementation of them becoming more of an annotated working document has started with the spring term IEPs.

Are there any concerns regarding provision for pupils with SEND?

Over the course of the next year, we will need to look at staffing to maximise the support for certain individuals as they progress through the school and to ensure Top Up funding is allocated for maximum impact.
With both EHC children attending the same class it is essential that we have the right level of provision and support to enable inclusion, independence and to help build confidence in pupils and staff alike.