



SEND Annual Information Report – July 2023

Name of SENDCo: Chris Hurley

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Name of SEND Governor: Tracey Webster

During the Covid-19 pandemic we kept our children with SEND safe by:

- Social distancing measures including
 - Class bubbles
 - Staggered starts
 - Staggered lunchtime
 - Staggered breaks/playtimes
 - One way systems
 - Individualised class resources
 - Open windows and doors policy
 - Vigilant hand sanitising policy

- All visiting professionals wearing masks in the school building
- Self testing twice weekly for all staff
- Virtual meetings whenever possible
- Face-to-face teaching for vulnerable pupils
- Virtual teaching for pupils self-isolating

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
- ✓ 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
- ✓ 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 Record of Need.
- ✓ ...See separate Graduated Response document for more info

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

- ✓ Class teacher refers to SENCO
- ✓ Ongoing curriculum assessments
- ✓ Specific testing/screening
- ✓ 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 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	Individual children	Daily
Assess, Plan, Do, Review meetings, Face-to-Face or Virtually	Pupils on SEND register	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
PEGS	Representatives from all Classes	Half termly
Pupil voice questionnaires	All pupils and parents	Annually

The Assess, Plan, Do, Review Cycle:

For children/young people on our SEND register, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, 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 2022/23 academic year, we had:

NOR (Ex. nursery):	285
NOR (Inc. nursery):	322
SEND (Ex. Nursery):	65
SEND (Inc. nursery)	69
K (SEN support) Ex. nursery:	54
K (SEN support) Inc. nursery:	58
E (EHCP):	11
EHCP underway:	4
EHCP to be applied for:	2

Percentage of children with SEND Years R-6	65/285 (Reception+KS1+KS2)	22.8%
% of primary children with SEND (nationally 2021-22)		13%
Percentage of children with an EHCP Years R-6	10/285	3.86%
% of primary children with an EHCP (nationally 2020-21)		2.3%

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 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
- 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 and ML	Devon CC
Diabetes	CH and FP	Diabetes nurse
Lexia core-5 training	CH	Lexia
Bereavement champion	MH	
SEN code of practice	ML and CH	SEND SW
SEND requirements for Ofsted	CH	
Use of ICT to support SEND	CH and RB	

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking cpd</u>	<u>Training Received from</u>
Precision Teaching	Teachers and TAs	Chris Hurley
Colourful Semantics	Teachers and TAs	Sarah Clarke – C&I team
Scaffolding to independence	Teachers	Chris Hurley and Ant Pope
Inclusive practice	Teachers and TAs	Chris Hurley (SENDCo)
TA role – how to be effective	TAs	Chris Hurley (SENDCo)
SEMH needs in our children	TAs	Chris Hurley (SENDCo)
Lego therapy intervention	TAs	Chris Hurley (SENDCo)
Fun fit intervention	TAs	Chris Hurley (SENDCo)
Circle of friends intervention	TAs	Chris Hurley (SENDCo)
Tracking SEMH progress	Teachers and TAs	Chris Hurley (SENDCo)
Dyslexia screening	TAs	Chris Hurley (SENDCo)
Relational approach	Teachers and TAs	Chris Hurley (SENDCo)
Relational support plans	Teachers and TAs	Chris Hurley (SENDCo)

Lexia Core 5 reading	Teachers and TAs	Chris Hurley (SENDCo)
Writing My Plans	Teachers and TAs	Chris Hurley (SENDCo)
Ofsted expectations	Teachers and TAs	Chris Hurley (SENDCo)
A graduated approach / assess, plan, do review	Teachers and TAs	Chris Hurley (SENDCo)
Equality and SEND	Teachers and TAs	Chris Hurley (SENDCo)
Cognitive load and the learning environment	Teachers and TAs	Amy Frost
RWI	Teachers and TAs	RWI
Retrieval practice	Teachers and TAs	Amy Frost
SEND processes and our school	Governors	Chris Hurley (SENDCo)
Early help	Teachers and TAs	Chris Hurley (SENDCo)
Safeguarding and Op encompass	Teachers and TAs	Chris Hurley (SENDCo)

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

Partnerships with other schools and how we manage transitions:

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

- ✓ Lampard school – in reach / networking + consultations and transition of children
- ✓ Pathfield school – consultations and transition of children
- ✓ St Mary's Primary – SENDCo meetings and best practise sharing
- ✓ Learning partnerships with a number of other schools (at Torrington)

This year, 9 children/young people requiring SEN Support and 1 child/young people with Education, Health and Care Plans joined us from other schools.

8 children/young people on our SEND register in 2022/2023 made a successful move to other schools. This included 9 pupils moving onto their secondary education.

We ensured that the transition into our Nursery is 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 teach in advance to build relationships, seeing their new classroom and having move-up days. Transition books also created for key children.

The transition from year 6 to secondary school has been supported through, early identification of vulnerability, additional visits to HCC, additional parents visits, bespoke visits outside of school hours, SENDCo from HCC attends TAF / SEND meetings in summer term – info passed across from class teacher and SENDCo. Plan written in summer term for support. Resources purchased prior to children starting in September. Class/form groups carefully considered and adjustments made in summer term to support SEWMH needs.

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 Development Plan, which includes our SEND Development/Action Plan.

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 is Tim Salvadori

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.

The Governing Body approved this SEND Information Report 5th September 2023