

# St Levan Primary School

## SEND Information Report 2023-2024

Name of SENCO: Jessica Ferguson  
 Dedicated time: Half-termly, supported by Headteacher weekly  
 Contact email: [jferguson@st-levan.cornwall.sch.uk](mailto:jferguson@st-levan.cornwall.sch.uk)  
 Contact phone number: 01736 810486  
 Name of SEN Governor: Sharon Brolly



School SEN Policy: see website

### What kinds of SEND are provided for?

All pupils are welcome at St Levan Primary School regardless of any individual needs. We always aim to meet or adapt practice to suit all pupils' needs.

We provide for:

**Communication and Interaction** - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

**Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

**Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, hyperactive or lack concentration and those who display disruptive or disturbing behavior.

**Sensory and/or Physical Needs** - this includes children with sensory, multi-sensory and physical difficulties.

We allocate our funding to support children through:

- ✓ Support staff
- ✓ External Services
- ✓ Teaching and Learning Resources
- ✓ Staff training

### How do you identify children and young people with SEND?

Pupils can be identified in number of ways:

- ✓ Class teacher / teaching assistant refers to SENCO

	<ul style="list-style-type: none"><li>✓ Ongoing assessments of learning</li><li>✓ Tracking progress using data</li><li>✓ Assessments within school</li><li>✓ Assessments by specialists, including those from external agencies</li><li>✓ Parents/ carers raise a concern or inform of a need</li><li>✓ The pupil asks for help or identifies a difficulty</li></ul>																								
<p><b>Do you have arrangements for consulting parents of children with SEN and involving them in their child's education?</b></p> <p><b>When and how are children and young people with SEN involved in their education?</b></p>	<table><tr><th><u><b>What</b></u></th><th><u><b>Who</b></u></th><th><u><b>When</b></u></th></tr><tr><td>Pupil involvement in their learning; successes celebrated and points for development identified.</td><td>Pupils, teachers, teaching assistants</td><td>Daily</td></tr><tr><td>Informal Discussions</td><td>Parents, teachers, pupils</td><td>Beginning and end of day</td></tr><tr><td>Formal Discussions</td><td>SEN Governor, SENCO, teachers, support staff and pupils.</td><td>Termly and when required by appointment</td></tr><tr><td>Parent Consultations</td><td>Parents, class teachers, pupils</td><td>Autumn and Spring terms (plus Summer term by request)</td></tr><tr><td>Home-School Book</td><td>Parents, teaching staff</td><td>Daily reading diaries, daily individual home-school books according to identified need.</td></tr><tr><td>Assess, Plan, Do, Review meetings, Including EHCP reviews</td><td>SENCO, parents, class teachers, 1:1 support assistants, pupils and invited outside agencies/ professionals as required.</td><td>Termly</td></tr><tr><td>Early Support meetings</td><td>Lead professional, parents, pupils, teaching staff and other agencies involved.</td><td>Approx. 6 weekly or as requested.</td></tr></table>	<u><b>What</b></u>	<u><b>Who</b></u>	<u><b>When</b></u>	Pupil involvement in their learning; successes celebrated and points for development identified.	Pupils, teachers, teaching assistants	Daily	Informal Discussions	Parents, teachers, pupils	Beginning and end of day	Formal Discussions	SEN Governor, SENCO, teachers, support staff and pupils.	Termly and when required by appointment	Parent Consultations	Parents, class teachers, pupils	Autumn and Spring terms (plus Summer term by request)	Home-School Book	Parents, teaching staff	Daily reading diaries, daily individual home-school books according to identified need.	Assess, Plan, Do, Review meetings, Including EHCP reviews	SENCO, parents, class teachers, 1:1 support assistants, pupils and invited outside agencies/ professionals as required.	Termly	Early Support meetings	Lead professional, parents, pupils, teaching staff and other agencies involved.	Approx. 6 weekly or as requested.
<u><b>What</b></u>	<u><b>Who</b></u>	<u><b>When</b></u>																							
Pupil involvement in their learning; successes celebrated and points for development identified.	Pupils, teachers, teaching assistants	Daily																							
Informal Discussions	Parents, teachers, pupils	Beginning and end of day																							
Formal Discussions	SEN Governor, SENCO, teachers, support staff and pupils.	Termly and when required by appointment																							
Parent Consultations	Parents, class teachers, pupils	Autumn and Spring terms (plus Summer term by request)																							
Home-School Book	Parents, teaching staff	Daily reading diaries, daily individual home-school books according to identified need.																							
Assess, Plan, Do, Review meetings, Including EHCP reviews	SENCO, parents, class teachers, 1:1 support assistants, pupils and invited outside agencies/ professionals as required.	Termly																							
Early Support meetings	Lead professional, parents, pupils, teaching staff and other agencies involved.	Approx. 6 weekly or as requested.																							

		TAC meetings	Lead professional, parents, pupils, teaching staff and other agencies involved.	Approx. 6 weekly or as requested.	
<b>How do you assess and review children and young people's progress towards outcomes?</b>	<p><b><u>The Assess, Plan, Do, Review Cycle:</u></b></p> <p>For children/young people on our Record of Need 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.</p> <p>This year, provision made for children/young people on our Record of Need has been:</p> <ul style="list-style-type: none"> <li>✓ Communication and Interaction – All pupils have access to high quality reaching. Visuals are used throughout the school day. Additionally: Nuffield Early Language Intervention (NELI), social stories, EAL (English as an Additional Language) training for specific staff members, purchasing additional resources to support a pupil with EAL e.g. dual language books from Mantra-lingua, Blank Level assessments of EYFS pupils</li> <li>✓ Cognition and Learning – All pupils have access to high quality teaching. Interventions in phonics, reading, writing and maths in small groups. Specific interventions for dyslexic pupils e.g. precision teaching, visual resources. Individual learning programmes where required. Referral to the Cognition and Learning Team if required. Dyslexia Screening Test (DST-J) embedded and completed annually in the summer term of Year Two (and additional assessments with focus pupils in Years 3/4) following specific training from the Cognition and Learning Team. Sound Linkage Resource and TRUGs purchased to support individual pupils.</li> <li>✓ Social, Emotional and Mental Health – ELSA (Emotional Literacy Support Assistant) training for one TA has allowed targeted interventions to happen with identified pupils weekly. Additional support from the Mental Health Support Team (MHST) has been offered in the Summer Term and we have our own EMHP (Educational Mental Health Practitioner) on site weekly to support small groups, individuals and family as well as staff with pupil concerns. This EMHP support continues over the summer holidays. In the Autumn Term, two pupils attended Wave Therapy sessions and, in the Summer Term, one pupil has attended horse therapy weekly. The SENCO has completed Senior Mental Health Lead training to oversee the strategic leadership of this area of SEND across all aspects of the school.</li> <li>✓ Sensory and/or Physical Needs – Specific 'Sensory Diets' have been drawn up by the occupational therapists and have been adopted by the school for these individual pupils which may include daily exercises. Pupils with physical/motor co-ordination difficulties use</li> </ul>				

	resources specifically identified for their needs. Both classrooms have a number of sensory resources (e.g. wobble cushions, elastic twangers etc.) for pupils who benefit from using these.
<b>What arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood do you provide?</b>	<p>We work with a number of schools in the area in the following ways:</p> <ul style="list-style-type: none"> <li>✓ Pre-school transition begins in the summer term or earlier (e.g. through Little Levans sessions weekly) and incorporates regular visits to the EYFS classroom to meet staff. Additional transition is given to pupils with SEND. The SENCO will meet with parents and key workers to ensure all support is in place. EY settings/nurseries have been visited or contacted informally for specific pupils.</li> <li>✓ Class to class transition is considered with care for all pupils. Our EMHP and ELSA have offered specific support to Year 2 and 6 pupils ahead of transition and Jigsaw PSHE allows time to reflect and speak about such changes in curriculum time.</li> <li>✓ Reception to Key Stage 1 and Key stage 1 to Key Stage 2 begins in the summer term, with additional support for some pupils.</li> <li>✓ The transition from Year 6 to secondary school is supported through liaison with feeder secondary schools and their SENCO and support teams. The feeder schools, Humphry Davy, Mounts Bay and Cape Cornwall schools, have dedicated transition programmes throughout the summer term for identified children which included extra visits at various times of the day as well as trips out and extra activity sessions. This year, all our pupils are moving to Cape Cornwall School. A member of staff from the school has visited and discussed pupils with the Year 6 teacher.</li> <li>✓ For children/young people with SEN, we also invite the SENCO of the feeder schools to St Levan to meet the children and to attend the annual review or review meetings.</li> <li>✓ Parents are included in this process by being invited to attend review meetings for children with SEND at both primary and secondary schools, information evenings at secondary schools, actively involved in the extra transition programmes available.</li> <li>✓ Additional visits for change in staff is a priority.</li> </ul>
<b>What is your approach to teaching children and young people with SEN?</b>	<ul style="list-style-type: none"> <li>✓ As an inclusive, small school we believe all pupils should be taught together. To achieve this it may involve differentiated teaching, small group work, one-to-one support or visual aids and other personalised resources.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. As we are such a small school, all staff get to know individual children very well and planning reflects the needs of individuals. Outcomes from the assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential.</li> <li>✓ In every curriculum subject, learning is differentiated to meet the needs of all. Individual documents are available on the school website which outline how provision is adapted for pupils with SEND in different subjects.</li> <li>✓ Our curriculum is broad and balanced and is made accessible for all children through differentiation and ensuring that each child is able to access their learning, providing support and an individualised curriculum as necessary.</li> <li>✓ We aim to ensure that children learn effectively and make good progress. To be effective learners, children need to: <ul style="list-style-type: none"> <li>○ Work in a sustained manner with commitment and enjoyment</li> <li>○ Be confident in raising questions and have perseverance when answers are not readily available</li> <li>○ Select appropriate methods</li> <li>○ Organise the resources they need effectively</li> <li>○ Evaluate their own work</li> </ul> </li> <li>✓ We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.</li> <li>✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.</li> <li>✓ Our inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.</li> </ul>
<b>How are adaptations made to the curriculum and the learning environment of children and young people with SEN?</b>	<ul style="list-style-type: none"> <li>✓ Differentiated teaching</li> <li>✓ Pre-teaching (e.g. of key vocabulary)</li> <li>✓ Small group work</li> <li>✓ Individual booster sessions with an adult</li> <li>✓ Visual aids</li> <li>✓ Learning walls</li> <li>✓ Learning packs</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Variety of teaching styles</li> <li>✓ 'Sensory Diets'</li> <li>✓ Resources for motor skills</li> <li>✓ Adaptions to the physical environment e.g. lighting, sound, layout, pop-up tents</li> </ul>
<b>What expertise and training of staff have you to support children and young people with SEN?</b>	<p>All staff training is ongoing to support the needs of pupils within the school. This is decided upon by the main area of need at that time. Training is mainly delivered in house by SENCO, Educational Psychologist or outside agencies.</p> <ul style="list-style-type: none"> <li>✓ One member of staff has trained as the Senior Mental Health Lead (SMHL) and another as the school's Emotional Literacy Support Assistant (ELSA) to support pupils with SEMH as well as raise the profile of wellbeing across the school. We are also working alongside an Educational Mental Health Practitioner (EMHP) from the Mental Health Support Team (MHST) at a local authority level and look forward to further training next academic year.</li> <li>✓ This year, several staff attended training in the Autumn Term to support pupils with EAL in order to better support a new Lithuanian pupil. Many strategies were adaptable for pupils with SLCN.</li> <li>✓ Whole school training included trauma informed practices and supporting pupils with bereavement.</li> <li>✓ One member of staff undertook a MA Education, with a focus on 'the word gap' and flexi-schooling. Flexi-schooling was suggested as a means of supporting pupils with SEND, for example those with EBSA.</li> <li>✓ Teachers worked with the Cognition and Learning Team to support their understanding of supporting pupils with difficulties in Maths and English specifically. Teachers also undertook training on supporting pupils with working memory and processing difficulties as well as a dyslexia training session, reflecting the high proportion of Cognition and Learning needs on the Record of Need at this time.</li> <li>✓ A number of staff have completed the NELI training online and this has been delivered to a group of pupils and individuals with SLCN in the EYFS/KS1 class.</li> <li>✓ Individual staff have also developed their knowledge of supporting disadvantaged pupils.</li> <li>✓ One member of staff completed the PGCert SENCO Award to become the school SENCO and other training with outside agencies to support this new role (e.g. graduated response training, DST-J coaching with the Cognition and Learning Team)</li> </ul>
<b>When and how do you evaluate the effectiveness of the provision made</b>	<p>We monitor the quality and impact of this provision by:</p>

<p><b>for children and young people with SEN?</b></p>	<ul style="list-style-type: none"> <li>✓ Observations in class, meetings and performance management reviews with the teachers, 1:1 support and other support staff</li> <li>✓ Continual monitoring of the quality of teaching</li> <li>✓ Identifying and tracking the progress of children/young people that require support to catch up by regular termly review meetings with SENCO, parents, teachers and children, regular meetings with support staff, attainment meetings with SLT</li> <li>✓ Tracking pupil attendance (overall as well as attendance at extra-curricular activities to determine the extent to which pupils are accessing the wider curriculum on offer)</li> <li>✓ Identification of children/young people requiring SEN Support and initiation of "assess, plan, do, review" cycle.</li> <li>✓ Consideration of application for Education, Health and Care Plan.</li> </ul>
<p><b>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</b></p>	<p>Through our inclusive approach, pupils are encouraged to work together regardless of need or ability. Many lessons allow mixed ability working.</p> <p>For example, one pupil has been able to attend school trips and extra-curricular activities after school by the provision of additional staff during these times.</p>
<p><b>What support for improving emotional and social development do you provide?</b></p>	<p>We take a holistic approach to all aspects of a child's development and wellbeing. Our pastoral arrangements for supporting the emotional and social development of all children/young people, including those with SEND, are set out in our School Offer. Our measures to prevent bullying can be seen in our Positive Behaviour policy. Other measures include:</p> <ul style="list-style-type: none"> <li>✓ New beginnings for pupils who join the school</li> <li>✓ Mentors for pupils who need additional support</li> <li>✓ Small social groups within the classes</li> <li>✓ Jigsaw PSHE within the curriculum</li> <li>✓ ELSA support</li> <li>✓ Wave/horse therapy with off-site providers</li> <li>✓ EMHP support (including, this year, training of Wellbeing Ambassadors to represent pupil voice on all things related to mental wellbeing)</li> <li>✓ Marking significant events in the school calendar related to emotional/social development e.g. Children's Mental Health Week in February</li> </ul>

<p><b>As a school, how do you involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</b></p>	<p>We work on a regular basis with a number of outside agencies to enable us to meet the needs of our pupils. Inter-agency working might include training opportunities, professional advice and support for staff and liaising regarding referrals for individual pupils. Agencies with whom we have recently worked include:</p> <ul style="list-style-type: none"> <li>✓ Educational Psychology</li> <li>✓ County SEND Team</li> <li>✓ Speech and Language Team</li> <li>✓ Neurodevelopmental Team</li> <li>✓ Cognition and Learning Team</li> <li>✓ Mental Health Support Team (MHST)</li> <li>✓ Occupational Therapy</li> <li>✓ Penhaligon's Friends</li> <li>✓ Place2Be</li> <li>✓ Riding for the Disabled (RDA)</li> <li>✓ The Wave Project</li> <li>✓ ASDAT</li> <li>✓ CAMHS/BLOOM</li> <li>✓ School Nurse team</li> <li>✓ Social Care</li> <li>✓ Locality 1 Team, including Family Support, Early Support, TAC/CAF support</li> </ul> <p>These will change depending on the need of the pupils during the academic year. We are always open to work alongside agencies to ensure we are supporting all pupils to achieve the best of their ability.</p>
<p><b>On-going Development</b></p>	<p>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 Enhancement Plan. Staff review the Record of Need termly and discuss individual needs more regularly to ensure that provision meets the needs of learners.</p>
<p><b>Our Complaints Procedure</b></p>	<p>Anyone wishing to make a complaint with regard to SEN support and provision should consult our Complaints Policy which can be found in the Policy section of our website under the School Information heading.</p> <p>This year we received 0 complaints with regard to SEN support and provision.</p>