



Mousehole Primary School SEND Report Spring 2023

SEND profile for the last 12 months.

- There are currently 7 children on our Record of Need - five SEN support in EYFS, KS1 and KS2 and two children with an EHC Plan (KS1 and KS2).
- Of the 108 pupils on roll (including the pre-school), currently 6.5% 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, Language and Communication 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 adaptations 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 or EHCP foci 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.
- This year play therapy has been introduced as an intervention.

Achievement of pupils with SEND:

- SEE Corestats, Whole school tracking and PP / SEN docs for data.

- EHCP children have progress data recorded in their files.
 - 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 assessed using Pre – Key Stage assessment statements.
- For more qualitative information we use a sliding scale of assessment.
See below for an example:

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.

SEND policy

- The Mousehole School SEND policy was reviewed in October 2022.
- 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 across the wider curriculum. (This document illustrates how children with SEN are supported across the curriculum to enable inclusivity.)

SEND budget and spending

Our 2022 – 23 notional SEND budget this year was £36,763.70
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.

The budget is used for SENCO costs, specialised interventions, TA support, SEND training needs, and resources to aid learning/ Funfit sessions etc.

Our SEND budget reflects the three tiers of funding.

Element 1: Core educational funding per pupil (mainstream £4265 per pupil)

Element 2: up to £6000 additional support from the notional budget (school are responsible for element 1 and 2 funds)

Element 3: 'Top Up' funding allocated by the local authority for children who have an EHC Plan.

Staffing for SEND

The SENCO for 2022 – 2023 has been Mrs. J. Atkinson, who completed the qualification in 2014. This year she has worked as a SENCO for 1 day a week.

Support staff have been allocated for planned interventions with small groups and individualised support for individuals on our Record of Need or with an EHCP.

Interventions

Various interventions have been put into place 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 led 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 because of specific needs within our school.
- The SENCO attended regular SENCO Network meetings termly – County led and Trust led.
- SENCO attended IDFS training and SALT training and disseminated to relevant staff.
- SENCO and relevant staff partook in allergy training.
- SENCO received training in funfit.
- EY inclusion team worked with nursery and will deliver training on visuals.

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:

Elaine Adams Speech and Language has been working with EHCP children.

Educational Psychologist, Lucy Yeoman, planning meeting.

SALT for new referrals.

Caroline Trevorrow from AST has visited and observed.
Matt Green from the EY Inclusion team has worked with Nursery.
Hope Mather, Family Support has worked with a family.
Helen Smith, Play therapist has worked with 3 children in R, Y1 and Y3.
Louise Ryves – private Speech and Language therapist has been working with one EHCP child.

Complaints

n/a with regards to school.

Any other developments regarding SEND?

OFSTED inspected Mousehole School in April 2022 (see report on school website).

They reported that ‘They ensure that the support that pupils with special educational needs and/or disabilities (SEND) receive is matched to their needs. As a result, pupils with SEND learn well alongside their peers.’

‘Teachers provide timely support for pupils, including pupils with SEND.’

Adaptions to the curriculum in each subject area have been worked upon and now need further embedding.

The next steps are to secure the IDFS award.

Are there any concerns regarding provision for pupils with SEND?

The time for assessment from referrals made to most services is very long and so it is important to ensure that provision is matched as best as it can be before outside agency support is engaged.