



Saltash Community School

SEND INFORMATION REPORT

SEPTEMBER 2024

REVIEW DATE: 1st OCTOBER 2025

Name of SENDCo: Mrs. Helen Hodson

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Contact Phone Number: 01752 843715

Name of DSEN Governor: Mr Mark Kelly

Policy

The Special Educational Needs Policy has been written as a SMART Trust by the group of SENCo's from each school within the trust. This is written in line with the SEN Code of Practice.

Whole School Approach to Teaching and Learning

Our vision is 'Broad Horizons. Confident Leaders.' At Saltash Community School our strategic planning is at the centre of ensuring all of our students, including those with SEND, get the most inclusive educational experience, which improves life chances. Our 'TEAM' values underpin this vision, and aim to develop the skills and attributes in our young people that will be beneficial to their future.

The infographic features the Saltash Community School logo at the top center, surrounded by four circular emblems. Below the logo is the school's vision statement: "Broad horizons. Confident leaders." The four values are presented in a 2x2 grid, each with a title, a quote, and a brief description.

Broad horizons. Confident leaders.

Tenacity
"Make it possible."
We promote **honesty, responsibility, perseverance** and **resilience**.
We hold everyone to the same **high standard**, so that everyone **achieves**.

Empathy
"Look after each other."
We value **family** and **community**.
We promote **inclusivity, manners, gratitude** and **respect**, celebrate and appreciate **diversity**, and instill the **courage to do what is right**, not what is easy.

Aspiration
"Be the best you can be."
We instill **confidence** and **ambition**, and promote **purpose, passion, pride** and **independence**.
We strive for **100% effort, 100% of the time**.

Motivation
"Every moment matters."
We teach that **every day is a chance to be better** than we were the day before.
Personal and collective success is the incentive, and everyone will be **celebrated** for being the **best version of themselves**.

At Saltash Community School, we believe that 'Every Teacher and Leader is a Teacher and Leader of SEND'

- Quality First 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 SEN, to engage with all aspects of school life.

- Our Universal; Targeted; Personalised provision can be found below:

Our Graduated Response for Learners

- Entry assessments
- 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 SEN 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 SEN Support, or with an Education, Health and Care Plan are on our Record of Need.

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

- Transition visits and liaison with feeder primary schools and attendance to year 6 EHCP reviews and observations in year 5 and 6 classes.
- Liaison with feeder primary SENDCOs and parents from year 6 to gather holistic evidence.
- Entry assessment; Star reading; Freshstart; Visual stress test; spelling; sensory audits; ND profiling toolkit and SEMH profile assessments
- Class teacher refers to SENDCO if support put in place by class teacher is not having desired impact.
- LSA weekly discussions and referrals and updates on students as and when/if required.
- Regular discussions with parents and carers, both formal and informal. Parents/carers have access to a SEND via email which is centrally triaged – send@saltashcloud.net
- Ongoing curriculum assessments. School academic reports. Celebration emails – Saltash positives.
- Tracking progress using data to inform APDR, including assessment, attendance, behaviour and student voice ‘ All About Me’.
- Evidence gathered by teachers with referrals made to suggest testing for exam access arrangements linked to the normal way of working and selected from end of Year 9.
- Further assessments by specialists, including those from external agencies linked to the four classifications of need.
- Round Robins using Provision Map Online.

We take a holistic approach by considering all aspects of a child's development and well-being, working effectively with EWO, EHH, Play therapist, Mentors and the Pastoral team.

Our senior 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 which now included Peer Mentoring through the NHS for KS3 to assist with transition from year 6 - 7. In addition, meet with year 6 parents before the Summer and provide every year 6 SEND student transitioning to Saltash Community school

with a booklet showing key places and people within the school to enable them to look at throughout the Summer.

How we listen to the views of children/young people and their parents

<u>What</u>	<u>Who</u>	<u>When</u>
<p>Informal Discussions</p> <p>All About Me questionnaires</p> <p>Students Key Stage Questionnaires</p>	<p>Teachers</p> <p>SEND team/ LSA/parents</p> <p>Arranged through PD Programme</p>	<p>At the end/beginning of the school day (ARB gate), or at other times through prior arrangement</p> <p>At review points, on entry in year 7 and as part of APDR/ whole cohorts at transition points</p> <p>Student questionnaire annually</p>
<p>Key to Success Evenings for each year group & Settling In Evening</p> <p>SEND Parent Forum meetings. Evening with Agenda items to open discussion. Introduction of new strategies.</p> <p>Parent Consultation Evenings</p> <p>ARB coffee afternoons / open days</p> <p>SEND coffee mornings</p>	<p>Core subject leaders; PSHCE; SEND team; Tutors and Pastoral Team.</p> <p>Parents and appropriate SLT members</p> <p>Children, Parents and Carers, Teachers and the SENCo when requested</p> <p>Parents, Relatives and Children</p> <p>Parents and Carers</p>	<p>Mid-September</p> <p>Every term</p> <p>Invite or parent/child self-referral</p> <p>Invite Via Class Dojo</p> <p>Invite via email / advertised through school</p>

<p>“Assess, Plan, Do, Review” meetings for children with SEN</p> <p>Attendance meeting / planning meeting</p>	<p>Children, Parents and Carers, Teachers, pastoral team and the SEND team.</p> <p>Attendance officer in conjunction with SEND team.</p>	<p>Termly and when an Education, Health and Care Plan needs to be reviewed.</p> <p>If attendance, is a concern</p>
<p>SMART and LCA SEND reviews</p> <p>Dedicated SEND Learning walks and Drop Ins/book looks/forums</p> <p>Local Authority ARB Monitoring Visit</p>	<p>SMART SEND advisors</p> <p>T & L leaders</p> <p>Children</p> <p>ARB staff</p>	<p>Annually</p> <p>Half termly</p> <p>Annually</p>
<p>Class Dojo links promoting home communication for all ARB, Bespoke and select EHCP students.</p>	<p>Teachers and Parents/Carers</p>	<p>When daily face to face contact is difficult</p>
<p>Team Around the Child / Child in Need Meetings</p>	<p>Children, Parents and Carers, Teacher, SENDCo and any other professionals who are involved with the child.</p>	<p>Every 6-8 weeks for those children with a need that requires extra focus</p>

[The Assess, Plan, Do, Review Cycle](#)

For children/young people on our Record of Need, a more detailed Assess, Plan, Do, Review cycle is established by our SENDCo, Helen Hodson for students with an EHCP, and assistant SENDCo Mrs Kharis Mace in partnership with the child/young person, their parents and the class teachers/HOYs. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- **Communication and Interaction** – Small group and individual adult support within class using prompting and sentence starters games with an ASD champion. Individual visual timetables and picture symbols to aid communication about emotions, individual and group work following speech and language support including social stories and staff training regarding processing linked to SALT. Each class has a set of emotion cards which are there to promote communication when the Student has 'shut down'.

- **Cognition and Learning** – Use of IT software/apps to develop reading and spelling skills, small group and individual learning support from additional adults, recording menus for alternative ways of recording their work, task management boards – Now and Next. Cognitive sciences embedded in our universal offer and curriculum plans. Pastel coloured PowerPoints and dyslexia friendly fonts. Access to overlays and routines with reading embedded across tutor time and in lessons. For year 7 the introduction of 'Bespoke 7'. A small group intervention for year 7 students struggling with cognition (approx. read ages 6-7 years) For years 8 and 9 the development of Bespoke+ where students that struggle due to their cognition in concentration are taught by subject teachers with integrated Breaks. Short learning chunks adapted to suit learning needs.
- **Social, Emotional and Mental Health** – whole school nurture approach, TIS support, PACE approaches and one-to-one, out of class therapeutic sessions; intensive classroom support when needed, 1-1 support for pupils from the Educational Mental Health Practitioner/ assessment through first aid mental health leads and ELSA. SEN on call to assist with co-regulation through emotion coaching, brain breaks and talking therapy. Access to play therapist when needed.
- **Sensory and/or Physical Needs** – Reasonable adjustments and out of class sensory breaks, one-to-one physical/ sensory support sessions. Ear defenders, weighted blanket and fast passes for quiet classrooms, early to lunch passes. Support with sensory audits which may inform ND profiling tool initiation. Specialist equipment as and when needed. Staff designated to assist travel within the school when required.

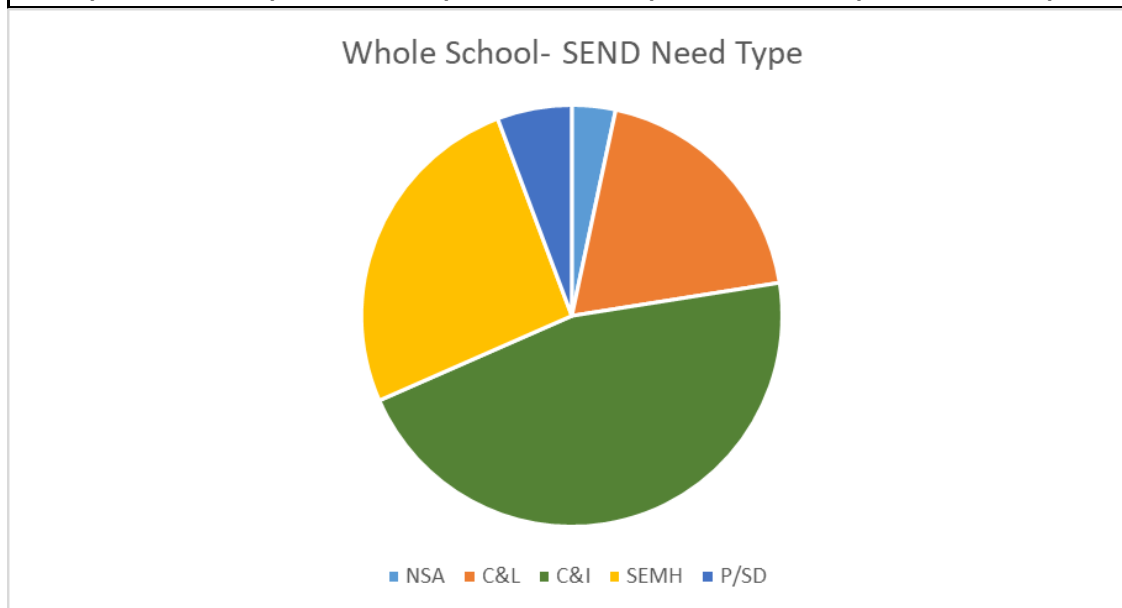
At the end of 2023 – 2024 the SEND figures were as follows:

C&L	Cognition and learning difficulty
C&I	Communication and Interaction difficulty
SEMH	Social, Emotion and mental Health difficulty
P/S D	Physical and/or Sensory Disability
NSA	No Specialist Assessment

Needs Total- Whole School		
Total EHCPs	47	22%
Total K	162	78%
Total AN	0	0%
	209	

Whole School- Need Type Percentages					
NSA	C&L	C&I	SEMH	P/SD	Total

7	41	96	56	12	209
3%	19%	46%	26%	6%	%



During this year we identified that we were significantly above average for our SEND (K) students.

Year	Mainstream- K					Total
	NSA	C&L	C&I	SEMH	P/SD	
7	7	12	14	12	2	47
8	0	5	15	10	0	30
9	0	4	14	8	3	29
10	0	4	19	4	2	29
11	0	3	11	3	3	20
12	0	0	3	1	1	5
13	0	1	1	0	0	2
Total	7	29	77	38	11	162
%	4%	18%	48%	23%	7%	

After consideration and investigation, the SEND team decided to implement a new structure for the coding of SEN levels. They are:

- **EHCP** – Education, health and care plan
 - Statutory
- **K** – SEND Register
 - Census recorded
- **AN** – Additional needs
 - Adjustments
 - Passport

This reviewed structure has given more clarity as to who is on the register of need and has brought our figures towards being in line with the national averages.

	23-24 RON	2024 RON after re structure			
Year		EHCPs	Register of SEN (K)	Register of Need	Diff
7	E-10 K-47	10	18	30	Add 1
8	E-9 K-30	9	12	19	Add 1
9	E-12 K-29	12	8	21	
10	E-11 K-29	11	9	20	
12	E-1 K-5	1	0	5	
13	K - 2	0	0	2	
Total	E-43 K-142	43	47	97	
Total on Reg of send.		90			

During the 2023 – 2024 academic year we had 43 EHCPs. So far, this academic year we have 56 EHCPs. This is likely to increase as there are several students that are currently waiting for their EHCPs to be issued after being accepted by Cornwall Council. The ARB has increased in size by 5 students which has enabled the employment of another teacher and teaching assistant to the team.

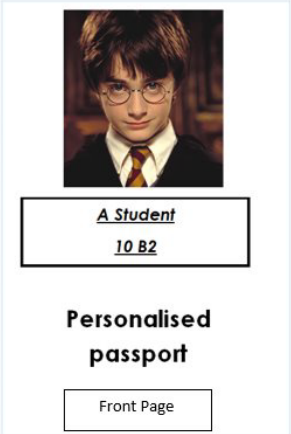
How do we monitor the quality of provision?

We monitored the quality of this provision for SEND by: monitoring 'Assess Plan Do Review's; by carrying out specific learning walks across subject areas (DDIs) to observe the provision; Book collection and monitoring; student shadow experiences; and undertaking more in depth observation of interventions supported by Educational Psychologists and staff from the County Neurodiverse team who assists our SEND team to collect student voice to aid us in improving our provision.

We measured the impact of this provision by setting achievable yet challenging targets for each student with EHCPs. Interventions are measurable, attainable, and short-term. Teachers judge how far these targets have been met by students and the SENDCo carefully tracks each pupil on the Record of Need to ensure adequate progress was made. If progress is not adequate a meeting is initiated with parents and gathering of information collected by teachers and an APDR is initiated.


Students within the ARB and Bespoke+ provisions are monitored through the B-Squared package. This reliably and accurately shows where progress has been made and what a student need to do to progress further.

Students with a passport are visited within the class and monitored by the SENCo. This is to ensure that the students are having their needs met within the learning environment.



To receive your specific adjustment you **MUST** show your passport—please look after it.
It is **YOUR responsibility** to look after this passport.

If this passport is found please return to
A Student



Back Page

ASD & Medical condition

Anxiety - Can be quiet, will not always ask for help.
Very literal. Strong sense of Justice.
May need access to the toilet immediately due to medical condition.
Anxious in social situations.
Sensory issues -Likes quiet classrooms
Struggles with wordy maths questions.
Poor fine motor skills—needs thick grip pens.

Adjustments

Adjustment	Keyworker
Coloured overlay - Sky	XCH
Toilet Pass	
Lap top	
Extra time in exams	
Congestion pass	
Blue Coloured Overlay	
Pen grip	

Middle pages

Support Staff Deployment

- Support staff are deployed in a specific role:
 - Supporting learning within the classroom for those with an EHCP
 - Carrying out interventions both within and aligned to the classroom curriculum with a particular focus such as Freshstart (reading).
 - SEND On - Call – Where a student can ask for a member of the SEND team to go to the class to support as and how the students needs. This may be a walk / brain break or something specific to that lesson content. Specially trained staff in Emotion Coaching and co-regulation to help assess the emotional development of any children with a specific need in this area and provide therapeutic support for those that need it.
 - Support for students that do not have a full timetable to catch up / fill gaps in learning and have support for homework.
 - Emotional support as well as academic help for students in our Bespoke provision.

We monitor the quality of this support by carrying out learning walks across the school to observe how support staff are being used, by observing support staff carrying out interventions, and by using incremental coaching to support staff to improve. Head of Curriculum areas measure the impact of subject specific

interventions (every leader is a leader of SEND) by analysing attainment, attendance and progress data; through looking for patterns and tendencies through liaison with SENDCo, middle leaders select the right students for the right interventions in rapid time.

Distribution of Funds for SEND

This year, the budget for SEND and Inclusion was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Purchase of specialist Play therapy
- Teaching and Learning resources
- Staff training

The ARB budget is ring fenced and is delegated to specific areas through the ARB spreadsheet.

Continuing Development of Staff Skills

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
SEN Various	Helen Hodson SENDCO	Trust network meetings
Neuro Development	Kharis Mace Mandy Bailey Claire Harris	Neurodevelopment profiling tool.
Communication and Interaction.	Zac Morrish	Autism Champion Trained
ACE's and Trauma in children	All Staff	ACE's and Trauma informed through Play therapy.
Sensory Processing	All staff	Sensory objects that can aid learning in the classroom. Session led by Occupational Therapist.
Safeguarding Level 3	H.Keyes K Mace	Level 3 safeguarding online training.

We monitored the impact of this training through...

- SEND reviews
- QA of lessons and routines in place
- Teaching and Learning Drop ins
- Observing interventions
- Student shadow and observations

- Talking to children
- Attainment, attendance, behaviour, and progress
- DOJO celebration and team positives.
- EHCP Reviews
- Parent Forum and questionnaires

Partnerships with other schools and how we manage transitions

We worked with our feeder schools and schools where students arrive solely on their own in the area in the following ways:

- Primary offer across subjects
- Year 6 children mixed with other schools in the area for transition visits with their secondary schools.
- Peer mentor opportunities – Enhanced transition days, curriculum experiences across all subjects throughout the year.
- Meetings with new families in our SEND new parents evening.
- Transition booklets including photos of important places and people.
- SEND visits to all children with SEND in feeder primary schools to observe and speak to children.
- ARB students to have prolonged transition leading to one day a week in the ARB for the final half term before the Summer (LA decision dependant).

A smooth transition from Primary to Secondary education is ensured.

The transition from Year 6 to secondary school is supported through a carefully planned transition programme which is enhanced through bespoke ways to suit the needs of individual children and family preferences.

Ongoing development

We work hard to ensure that any areas of support for our learners which can be improved, are identified and strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan. Focusing on what is good for children with SEND is good for all students. Having routines to reduce cognitive load and reading as key focuses helps to narrow the gap. Every teacher is a teacher of literacy and this is where children with SEND are prioritised in classrooms.

This next academic year we are focussing on developing the Bespoke+ provision we have to enable many of the students that struggle with cognitive learning in the class (which is often seen as poorly chosen behaviours) to have the tools necessary to succeed.

Our complaints procedure

Our complaints procedures can be found on our school website.

Other relevant information and documents

The Designated Safeguarding Lead is **Nicholas Evans**.

The Designated Teacher for Children in Care is **Linda Griffin**.

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed in our provision offer 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 and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.