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**Threemilestone School Special Educational Needs and Disability (SEND) Information Report**  
**Updated September 2023.**

This SEND Information Report has been written by the SENDCo and SLT in consultation with the Head teacher and staff. This report is to be read in conjunction with our Equality Policy and Plan and the SEND School offer.

**Name of SENDCo: Mrs Claire Ewart. Supported by Mrs Katie Webb (Assistant head teacher)**

**Dedicated Time Weekly: 5 Days**

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**SEND Governor: Dr Jasmin Tregidga**

**Links**

**SEND School Offer**

**SEND Policy: Equality Policy and Plan**

**Threemilestone School Record of Need 2022-2023**

During the 2022/2023 academic year, we had **70 children receiving SEN Support** and **6 children with Education, Health and Care Plans**.



## **Threemilestone Primary School evaluates effectiveness of provision of children with SEND through:**

- ❖ Detailed analysis of children's progress through data
- ❖ Progress towards individual targets on IEPs
- ❖ Annual SEND review meetings of EHC Plans
- ❖ Moderation of data on reading, writing and maths measured against local data within TPAT
- ❖ Monitoring of interventions through detailed provision mapping
- ❖ Monitoring of interventions through observation
- ❖ Consultation with external agency professionals

## **Support Staff Deployment:**

- ❖ Support staff are deployed in a number of roles:
  - Specific targeted support for children with high needs
  - Intervention support for programmes/year groups identified as needing specific support
  - Specialised support for Speech and Language
  - Pupil Support Mentor role
  - Fun Fit provision
  - General class-based Teaching Assistants

## **We monitor the quality and impact of this support by:**

- ❖ TA Professional Development processes
- ❖ Observation of interventions, monitoring of frequency, duration, impact through data/progress (gathered through class intervention timetables and teacher assessments using Arbour) through the use of Provision Map.
- ❖ Teacher/SENDCo termly meetings to discuss needs, provision and impact of support. SEND is a standing item on Pupil Progress meetings

## **Distribution of Funds for SEND:**

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

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- ❖ Support staff
- ❖ External Services (See School Offer)
- ❖ Specialist Speech and Language Therapist – 12 days across the year
- ❖ Teaching and Learning resources
- ❖ Staff training
- ❖ Resources specific to children’s needs

### Continuing Development of Staff Skills:

| Area of Knowledge/Skill         | Staff Member                    | Training Received                |
|---------------------------------|---------------------------------|----------------------------------|
| Diabetic Nurse                  | Teacher/TAs                     | Insulin pump awareness           |
| Epilepsy Nurse                  | Teacher/TAs                     | Epilepsy awareness               |
| Trauma Informed School          | SENDCo and Pupil support mentor | Supervision sessions 3x a year   |
| Attachment Awareness session    | TAs                             | 1x1 hour – in house              |
| Precision Teaching Intervention | TAs                             | 2 x 1-hour sessions – in house   |
| Provision Map                   | All teachers and TAs            | 2x 1 hour – in house             |
| Varied SEND focus               | All teachers                    | 1 TLT session a term (1.5hours)  |
| Varied SEND focus               | Teaching assistants             | TA training fortnightly (1 hour) |

We monitor the impact of this training through observations, tracking pupil development through use of pupil progress meetings, pupil progress reviews with teachers, discussion with TAs about their ongoing needs.



## **Partnerships with other schools**

**We work with a number of schools in TPAT, and within a cluster of schools in TPAT, in the following ways:**

- ❖ Shared knowledge and consultation of SEND processes
- ❖ Professional support and consultation
- ❖ Shared formats of documents
- ❖ Moderation of progress, interventions, transition arrangements and best practice.

**This year, our RON has remained stable at around 76 children.**

**We ensure that the transition from Nursery/Pre-school settings to TMS Early Years is smooth by:**

- ❖ Offering parental meetings at school
- ❖ Offering 2 'Stay & Play' sessions for children in small groups
- ❖ Visiting as many children from local settings prior to them coming as possible,
- ❖ Talking extensively with pre-school setting staff
- ❖ Attending additional transition meetings arranged by the Area SENDCo as and when necessary
- ❖ Attending Early Support TAC meetings in the summer term prior to their joining Threemilestone School
- ❖ Engaging our staff in additional training for specific needs prior to the child starting.

**We support the transition from each year group to the next by:**

- ❖ Carefully considering the transition between classes with 2-form entry
- ❖ Plan for whole school 'meet your new teacher' days
- ❖ Ensuring planning time for teachers to share valuable information about the children
- ❖ Use of Target Tracker to aid shared knowledge of levels/strengths/next steps in learning
- ❖ Allowing children with individual needs to make extra visits to the new class teacher

**The transition from year 6 to secondary school is supported through:**

- ❖ Close liaison with the secondary teams
- ❖ Visit days specifically for children starting in September
- ❖ Additional visits through the year for sports/arts/celebration events
- ❖ Visits here from secondary staff, discussions about vulnerable children



- ❖ Additional visits and events for children with additional needs.

### **For children with SEND, we also:**

- ❖ Ensure all the appropriate staff (and paperwork) is carefully transitioned
- ❖ Close liaison with parents/carers including discussions about new classes/teachers
- ❖ Shared Individual Education Plans (IEPs) with targets set in the Summer Term ready for Autumn Term start
- ❖ Inclusion of new staff at Early Support TAC meetings, staff and SENDCo liaison
- ❖ Children also make additional informal visits to their new class, and a photo book is prepared for children to take home over the summer

### **Parents/carers are included in this process through:**

- ❖ Consultations with class teachers about IEP targets and achievements
- ❖ Liaison with the SENDCo where appropriate
- ❖ Letters home, invitation to meetings
- ❖ Early Support TAC meetings
- ❖ Invitation to meet specific staff working with their children.

*It is important to note that many of the transition arrangements for the 2020-21 academic year were unable to go ahead due to restrictions imposed on us due to COVID.*

### **Ongoing development:**

At TMS, our staff work hard to ensure that any areas of support for our children that can be improved are identified, and that strategies are put in place to make these improvements. We do this through our School Development Plan, which includes our SEND Development Strategic Plan.

### **Our complaints procedure:**

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Anyone wishing to make a complaint with regard to SEN support and provision should follow the details laid out in our official complaints procedures. This can be found at [www.threemilestone.cornwall.sch.uk/our-school/policies](http://www.threemilestone.cornwall.sch.uk/our-school/policies)

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 **Ms Suzannah Teagle, Head Teacher.**

The Designated Children in Care person in our school is **Mrs Claire Ewart, SENDCo.**

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our Accessibility Plan is published as part of our Equality Policy and Plan.

The School Development plan can be found on our website at [www.threemilestone.cornwall.sch.uk/curriculum/school-improvement-dev-plan](http://www.threemilestone.cornwall.sch.uk/curriculum/school-improvement-dev-plan)

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website at [www.threemilestone.cornwall.sch.uk/curriculum/special-educational-needs-disability](http://www.threemilestone.cornwall.sch.uk/curriculum/special-educational-needs-disability)

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website.

Our 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.

The Governing Body will review this SEN Information Report annually at the Governors Meeting – May 2024.