



SEND Annual Information Report 2024-2025

Name of SENCo: Mrs Jo Penrose

Dedicated time weekly: 2 days

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Name of SEND Governor: Julianna Jefferes

School Offer link: See Bosvigo School website-Learning-Special Educational Needs

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, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy.
- ✓ As a TIS school, children in need will be identified and supported as appropriate.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children that require support to catch up by Pupil Progress meetings and SEND Support meetings.
- ✓ Identification of children requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children that need additional or different provision:

- ✓ Class teacher refers to SENCO – following discussions and ‘On Alert’ monitoring
- ✓ Ongoing curriculum assessments
- ✓ 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, including those with SEND, is set out in our School Offer. We are a TIS school and this ethos is embedded in our approach. Our measures to prevent bullying can be seen in our Anti-bullying policy.

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Author of Report: Jo Penrose

Date of report: Sept 2025



How we listen to the views of children and their parents:

- ✓ Informal discussions
- ✓ Home-School Book where required
- ✓ Assess, Plan, Do, Review meetings
- ✓ Pupil Conferencing
- ✓ Parent/Teacher consultation evenings/ Reports
- ✓ Parent and Pupil Questionnaires (pupil voice)

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENCo in partnership with the child, their parents and the class teacher. Please see our SEND Policy for further details.

This year, Sept 2024-2025, provision made for children on our Record of Need has been:

- ✓ Communication and Interaction –
 - Speech and language 1 to 1 and/or in groups
 - Makaton/Signing
 - Visual support
 - Now and Next board
 - Use of traffic lights
 - Individual timetable
 - 1 to 1 sensory work
 - Communication Passport
 - Social stories
 - Support from the ASD team
 - Support from the Communication Support team

- ✓ Cognition and Learning –
 - Focussed group interventions in areas of literacy and numeracy- with a focus on reading in KS1 and LKS2, and maths in UKS2
 - 1 to 1 support to access a highly differentiated curriculum
 - Reading 1 to 1
 - Reading fluency
 - Phonics tuition 1 to 1
 - Pre-teaching
 - Increased use of visual aids/modelling
 - Visual support eg word mats, phonics mats
 - Access to individual laptop for recording
 - Coloured paper or overlays
 - Social stories



-Support from the Cognition and Learning team

2.

- ✓ Social, Emotional and Mental Health –
 - TIS Individual and group work sessions
 - Pastoral support- for pupils and parents/families
 - Outdoor learning/Forest Schools
 - Additional Transition Arrangements and visits
 - Multi agency meetings
 - Use of thinking time/sand timer
 - EP involvement
 - Individual Behaviour chart
 - Home-School book
 - Social stories
 - Communication Passport
 - Foodbank
 - Mental Health Support Team (MHST) -individual and group work

- ✓ Sensory and/or Physical Needs –
 - Specialist equipment- eg zuma chair, sloping desk
 - Sensory aids- chews, wobble cushions, fiddle toys etc
 - Sensory room
 - Movement group
 - OT involvement
 - 1 to 1 movement programme
 - 1 to 1 Sensory play
 - Support from Vision team

During the 2024-25 academic year, we had 50 - 56 children receiving SEN Support and 9 -10 children with an Education, Health and Care Plan.

We monitor the quality of this provision by ongoing daily, weekly, half termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, teaching staff, pastoral staff and parents in line with an active process of continual review and improvement of whole school practice.

We measure the impact of this provision by monitoring progress of SEND children. We monitor progress at termly Pupil Progress meetings and at SEND Support meetings. SEND children have a high profile when undertaking learning walks, Book Looks and pupil conferencing.

We continue to offer a choice of the format for termly meetings to discuss progress with parents, which has been positive in increasing parental engagement (face to face, telephone call or Teams meeting). During these meeting we have also had a focus on attendance.



Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ To work with groups of children in lessons, particularly maths and English
- ✓ To work 1 to 1 with individuals
- ✓ To deliver small group Phonics teaching 3.
- ✓ To deliver handwriting intervention
- ✓ To deliver small group maths fluency teaching
- ✓ To pre-teach or pick-up maths for groups or individuals
- ✓ To pick-up individual readers
- ✓ 1 to 1 phonics tuition
- ✓ To run after school clubs
- ✓ To support children at break and lunch times
- ✓ To offer pastoral support
- ✓ To support medical needs
- ✓ PPA cover (HLTAs)

We monitored the quality and impact of this support by observing lessons, observing interventions, discussing pupil progress, learning walks, Book Looks, SEND pupil conferencing.

Distribution of Funds for SEND:

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

- ✓ Support staff- classroom TAs as well as 1 to 1 TAs
- ✓ External Services eg Ed Psych (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Specialist equipment
- ✓ Wellbeing Provision
- ✓ Staff training

Continuing Development of Staff Skills:

Staff are encouraged to be proactive and seek professional development. Many staff have attended online courses- topics including dyslexia, mental health and wellbeing, counselling, autism awareness, sensory processing, epilepsy and diabetic training. There has been whole staff training on Autism Awareness and Zones of Regulation.

We monitor the impact of any training by ensuring staff disseminate to other staff members where appropriate and key points for development are initiated and followed up. It should have a positive impact on Pupil progress.

Partnerships with other schools and how we manage transitions:

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



- ✓ Pre-school visits by FS staff and /or SENCo prior to transition into FS.
- ✓ A transition plan of 'stay and play' sessions for pre-school children took place in groups at the beginning of the year.
- ✓ Year 6 transition days.
- ✓ Extra transition days for vulnerable children transitioning from Yr 6 to Yr 7.
- ✓ All SEN paperwork is shared and passed on to the next school
- ✓ Secondary school SENCo invited to transition reviews/meetings.
- ✓ Parents invited to Secondary schools to discuss their child's SEND if appropriate.

14 children on our Record of Need in 2024/25 made a successful move to Secondary school, 1 of those having an EHCP.

We support the transition from each year group within school by providing a 'moving up' session to meet with new teachers in new classrooms. We created Communication Passports to ensure all staff were aware of individual needs and individual Transition books for children who might struggle with the transition to take home and look at over the holiday. Staff were given the time to discuss children's needs, strengths and difficulties before the transition.

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 our SEND Action Plan feeds into. This can be found on our School website.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should contact the Headteacher or the SEND Governor in the first instance. Following that, the Chair of Governors.

This year we received 0 complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mr Chris Wallis.

The Designated Children in Care person in our school is Mr Chris Wallis.

The Local Authority's Offer can be found at Family Information Service Cornwall

<https://fis.cornwall.gov.uk/Synergyweb/CornwallFIS/sendlocaloffer.aspx>

Our Accessibility Plan can be found on our website www.bosvigo.cornwall.sch.uk

The School Development plan can be found on our website.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed on our website.



Details about our curriculum, including how it is made accessible to children with SEND, can be viewed from the link 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.

5.