Nanpean Community Primary School

Our SEND Information Report (including our 'local offer') ~ May 2020

Nanpean Primary School is a fully inclusive school where the achievements and successes of all children are nurtured and celebrated.
Children's wellbeing is at the heart of everything we do and the key to raising confident, independent children who are proud to belong to our community and have a sense of purpose in the world. We welcome all children to our school and encourage them to work to the very best of their ability. We have a 'whole school approach' to SEND and our keen and hardworking staff are committed to identifying and providing for the needs of all children by offering them an extensive range of stimulating experiences to ensure that every child has access to a quality education.
The 'Graduated Approach' describes the process by which we identify and support children with SEND. There are three levels of support and provision offered by our school:
1. Universal Provision – All children in our school receive this first wave of provision
2. Additional, Targeted Support and Provision – Some children who are not making expected progress may access some of this second wave of provision
3. Specialist, Individualised Support and Provision – Specific individuals with more significant needs may access additional provision through this third wave of provision
We are passionate about the early identification of children's special educational needs; provision mapping is used to ensure additional interventions are implemented for pupils of all abilities. We listen to and work in partnership with families and seek support from partner agencies when it is needed. All children are included in everything we do at their own level. Throughout their time at Nanpean Primary School, children may receive varying levels of support according to their changing needs and circumstances. '*Pupils who receive additional help for their learning needs often make faster progress than those with similar starting points because of the skilful support of teachers and teaching assistants*' Ofsted, May 2016.
The information in this report is a guide to the 'typical' levels of provision we offer.

Nanpean School aims that all of our children:

- Are independent learners
- Are confident, adaptable and well-balanced
- Value diversity and respect differences
- Understand their responsibility to others
- Are motivated and self-disciplined

Link to Accessibility Plan/Policy

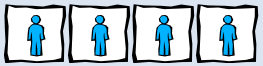
Link to Equality and Diversity Policy

Name of the Special Educational Needs/Disabilities Coordinator: Sarah Morrison

Contact details: 01726 822447 smorrison@nanpean.cornwall.sch.uk

The levels of support and provision offered by our school

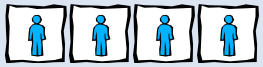
1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Pupil voice is represented in all aspects of school life as well as in School Council and through our Rights Respecting School work (RRS, in our combined School Community Group. • The views and opinions of all pupils are valued. (United Nations Convention on the Rights of the Child (UNCRC) Article 12). • Pupil Conferencing takes place every Half Term. • Each class has representatives that form our School Council and RRS Group; they meet on a weekly basis and represent the views of all pupils in their class. • Weekly PSHE sessions include class discussions. • Whole School Assemblies focus on key values, Mental Health and 'Protective Behaviours' (thoughts, feelings, and behaviours) links are made to the UNCRC. • Annual pupil visioning event allows pupils to further express their views and visions. • Talk Partner/ group work during lessons. • Pupils' respond to 'next step' comments and 'extra challenge tasks' in their learning books.	• Pupils with special educational needs and disabilities are included in pupil conferencing groups. • Additional provision is reviewed and developed in response to pupil progress and pupils' views. • 'Time To Think' sheets and restorative discussions encourage pupils to reflect on their behaviour. • 'Draw and Talk' sessions enable pupils, who are having difficulties, to express their emotions. • Alternative space offered at lunch time for children to elect to do inside activities such as mindfulness colouring and Lego.	• Individual support is responsive to the views of pupils. • Pupils' views are an integral part of TAC (Team Around the Child) and Early Support meetings. • Pupils complete a 'pupil's views' sheet for SEND review meetings. • Family Support Workers (FSW), Social Workers and Therapists meet with pupils in school. • Our Educational Psychologist delivers bespoke pieces of 1-1 work with pupils and their families.

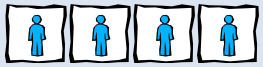
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Nanpean School works in partnership with all Parents and Carers. • 'Open Door' Policy in place throughout the school. • Headteacher present on the school gate at start of school day. • Class Teachers present at entry points at drop off and pick up times. • Home/School Agreement ensures clear expectations and responsibilities. • Weekly Newsletters ensure strong communication. • Termly class letters and Curriculum Overviews inform Parents & Carers of what their children are learning. • School website is a central point of all information related to school life and we are also enhancing our communication links via the use of ESchools, Class Dojo and Facebook. • Text Message Service in use to share information about events and reminders. • Termly parent consultations with Class Teachers enable sharing of specific information about their children. • Parent information with a focus on key topics, e.g. E-Safety, Mental Health, Dyslexia • Monthly Parent Forums with the Headteacher to discuss aspects of school life. • Annual Parent Questionnaires. • Key members of staff meet and greet pupils and parents every morning. • Termly reporting to Parents & Carers to share pupils' attainment and attitudes towards learning.	• Parents & Carers know who the SENDCo (Sarah Morrison) and Designated Safeguarding Lead (Matt Nicholls) are should they need to discuss concerns. • Parents & Carers are involved in decisions to place their child on the SEND List and are consulted on the additional support their child will receive. • Parents & Carers informed of pupils intervention at Parents' Evening and on Termly Reports. • Parents & Carers are invited to attend workshops re: supporting their children at home, e.g. Parenting Workshops, Domestic Abuse etc.	• Parents & Carers are actively encouraged to contribute to pupil's school experience and contribute to targets/action points at termly SEND Review meetings as part of our Assess, Plan, Do and Review cycles. • Parents' views are an integral part of TAC (Team Around the Child) and Early Support meetings. • Parents & Carers are supported when meeting with a range of partner agencies/professionals with their role being fundamental to ensure engagement with support. • Documentation is presented in a format that is accessible to individual Parents & Carers.

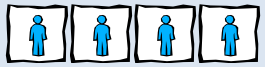
3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Our broad and balanced curriculum is designed to ensure full inclusion of all pupils. • The curriculum is clearly differentiated in teachers' planning to cater for a wide range of needs and learning styles. • Skills are developed through a creative, cross-curricular approach which includes outdoor learning, educational visits and residentials. • Whole school use of Read, Write Inc. to ensure that all children receive high quality phonics teaching. • White Rose Maths Schemes of work are used to ensure consistency in maths teaching. • 3-week cycle for writing used consistently across the school. • Accelerated Reader is used from Yr1-6. • Regular assessment ensures all children receive the teaching they require whatever their ability. • Multisensory approach used, e.g. visual, auditory and kinaesthetic. • Visual timetables and steps to success are used to ensure children are clear about their learning. • Half termly Pupil Progress Meetings between Headteacher, Assessment Lead, SENDCo and Class Teachers to analyse pupil progress and attainment and ensure pupils' needs are met. • Equipment accessible to all, e.g. writing slope, pencil grips, fiddle toys, wobble cushion.	• Groups of children may be given extra group support by a Teaching Assistant or Teacher within class. • Intervention is bespoke and led by pupils' needs. • Intervention Trackers are devised and reviewed every half term to measure the progress of pupils in intervention groups. • Small group interventions include: - Intervention Research Project with ELKLAN and Nuffield (NELI) - Speech and Language Therapy - Pre-teaching of vocabulary - RWInc - Reading comprehension - Penpals Handwriting - Maths - Social skills - Lego Therapy - Fun Fit (gross motor skills) - Draw and Talk (emotional skills) - Able, gifted and talented support - Fresh Start - Circle of Friends • Dyslexia Screenings to identify specific learning needs and results shared with parents.	• Personalised curriculum to meet pupils' learning styles and interests through individual support in class. • ASD and Dyslexia Champions provide strategies and support. • Advice and support from partner agencies on how to adapt the curriculum to meet individual pupils' specific needs. • SMART Targets for individuals are devised collaboratively by SENDCo, Class Teachers and relevant partner professionals e.g. E.P, SALT, School Nurse • Individual interventions include: - Speech and Language Therapy - TIS - Precision Teaching - One to one tuition - Play Therapy - Occupational Therapy programmes - Physiotherapy programmes - Habilitation • TAC (Team Around the Child) and Early Support meetings review areas of difficulty and support required. • In exceptional circumstances pupils can be dis-applied from subjects.

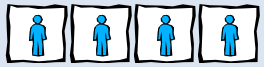
4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All children have access to Quality First Teaching from a qualified Teacher. • Lessons are carefully planned and adapted to ensure the range of abilities, learning styles and interests are catered for. • The whole school uses a Dyslexia Friendly Approach to teaching and learning led by our Dyslexia Champions. • A range of pedagogical approaches and resources are used to meet the needs of all learners. • Teachers display learning methods and relevant learning points on working walls. • Clear success criteria and examples of expectations are shared with all. • All children are given feedback on their learning, with guidance on how to move their learning forward through regular feedback and symbols in marking. • Pupils are given opportunities for self-assessment and peer assessment. • Whole School Behaviour Management Policy embedded consistently across the school. • Skills are developed through a creative, cross-curricular approach which includes outdoor learning, educational visits and residentials. • Homework tasks set to support learning the basic principles of reading and number.	• Staff (Teachers and Teaching Assistants) work closely together to ensure pupils with additional needs receive targeted support. Time is scheduled on a weekly basis for staff teams to discuss learner's needs and next steps • Half termly Provision Mapping Meetings between Headteacher, Assessment Lead SENDCo and Class Teachers ensure pupils' needs are met leading to the implementation of specific interventions. • Children requiring additional support are identified on our Provision Maps, showing what type of support is needed and the intended outcomes of this. • Teaching Assistants/ Class Teachers/ SENDCo work with small groups to - pre-teach vocabulary - facilitate learning - ensure greater understanding - foster independence raise self-esteem and confidence • Alternative recording systems, e.g. laptops, ipads, talking tins, microphones, etc. • Coloured /laminates/pens/paper available for children to use.	• Personalised and highly individualised learning tasks to meet individual needs. • Advice and support from partner agencies on how to adapt teaching to meet individual pupils' specific needs. • One to one support for pupils who require more intensive support, e.g. those with complex needs, physical disabilities, sensory needs, visual impairment, etc. • Individual interventions for pupils with specific needs e.g. Touch Typing. • Learning Journal, such as Tapestry, are used as an alternative method of tracking pupil progress. • Individual behaviour systems implemented. • Special examination arrangements are implemented (in line with DfE Guidelines) in response to identification of individual needs, e.g. readers, scribes, rest breaks, additional time etc.

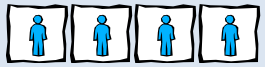
5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Adults model learning tasks clearly so pupils can work independently. • Tasks are scaffolded so that pupils can complete them independently. • Resources are clearly labelled and easily accessible. • Self-help displays encourage independence, e.g. 6Bs, Growth Mindset. • IT further supports independent learning. • Consistent routines and behaviour expectations. • Responding to feedback encourages pupils to independently address next steps in their learning. • Pupils can self-elect to have specific responsibilities e.g. Classroom Monitors • PSHE curriculum covers aspects of self-help and independence. • Our Assemblies teach children how to keep themselves safe and about rights and responsibilities. • RRS promotes children's right and enables our pupils to be rights aware. • Behaviour Agreement encourages children to be independent by rewarding independent learning.	• When supporting in class, Teaching Assistants are committed to promoting independent learning. • Pupils with additional needs have access to individual resources to support them, e.g. visual timetables, 'my task' cards, prompt cards, learning mats, talking tins, coloured overlays. • Group interventions promote independent learning by targeting pupils' specific needs. • Lego Therapy encourages positive social interactions and self-esteem.	• Communication aids, e.g. PECS, photo prompts, personalised visual timetables. • Intimate Care Plans and Risk Assessments, following advice from partner professionals, aim to develop pupils' independence. • Individual behaviour targets promote self-help skills. • 'Draw and talk' intervention encourages pupils to recognise and address their own emotional needs. • Play Therapy Sessions, where play is used as a means of helping children express or communicate their feelings. • 1-1 time with our TIS Practitioners empowers children to express and communicate their feelings and needs.

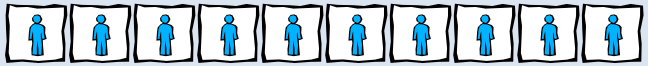
6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The contributions of all pupils are listened to and valued. • Whole School Behaviour Agreement ensures clear expectations of pupils, with consistent rewards and consequences. • Positive learning environment and staff-pupil relationships ensure pupils have a trusted adult they can talk to. • Magic Breakfast Provision/National School's Breakfast Programme - free breakfast offered to each child every morning. • Pupil's issues are dealt with effectively and clear records kept. • Weekly Whole School Assemblies focus on physical and mental health. • Weekly PSHE lessons which also include RSE (relationships and sex education) and drugs and alcohol awareness. • Healthy Schools Status achieved. • RRS (Rights Respecting Schools) Silver Award achieved. • Wide variety of after school clubs and holiday clubs offered to all pupils. • Increase in competitive sports. • Y5/6 pupils take part in Bikeability programme. • There is a named Designated Safeguarding Lead (Matt Nicholls) and DSL Cover(Michael Barritt). • Key staff are Paediatric First Aid trained.	• Small group interventions focus on developing pupils' self-esteem, social skills, life skills, and regulating emotions. • 'Draw and Talk' intervention enables pupils, who are having difficulties, to express their emotions • Social stories used to help pupils understand specific social situations. • Vulnerable pupils able to take time out in a quiet space at break and lunchtimes. • Parenting support for families that require support in ensuring their children's emotional needs are met. • Fun Fit develops all aspects of pupils' physical development as well as supporting mental wellbeing. •	• TAC (Team Around the Child) and Early Support meetings focus on pupils' and family emotional wellbeing. • Bereavement counselling offered for children that have suffered a loss. • Play Therapy Sessions, where play is used as a means of helping children express or communicate their feelings. • Individual Health Plans for pupils with specific health needs devised by medical professionals to inform school staff of medical needs. • Boxall Profile or SDQ used to assess pupils' emotional development needs and necessary interventions are implemented. • Additional support for pupils requested from: Hearing Impairment Team Vision Impairment Team School Nurse Primary Mental Health Workers CAMHS (Child and Adolescent Mental Health Educational Psychologist Penhaligon's Friends CLEAR counselling ASDAT Social Care Family Support Workers

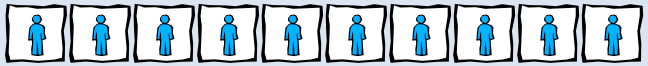
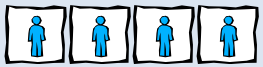
7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Starting the school day with a breakfast bagel provides opportunities for peer interaction. • Talk partners/ perfect partners encourage good interaction with peers. • School Council representatives play an active role in leading school improvements and ensure all pupils' views are heard. • RRS (Rights Respecting Schools) representatives act as advocates for the rights of all children in the school, raising awareness of the UNCRC amongst pupils, staff and the school community. • Weekly achievement assemblies present lunchtime awards to pupils that have carried out lunchtime duties effectively. • All pupils attend and take part in whole school events, e.g. Harvest, Sports Day, fund raising, etc. • A wide variety of extra-curricular clubs are available for all ages. • Range of resources available at lunchtime. • All pupils share enriching experiences of school trips and visitors. • KS2 pupils have the opportunity to attend residential experiences. • Pupils have the opportunity to take part in cluster competitive sports, often organised by our Headteacher.	• Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions. • Social stories are used to develop understanding of social situations. • 'Draw and Talk' intervention enables pupils, who are having difficulties, to express their emotions. • 'Fun Fit' encourages paired work and ensures a calm start to the school day • 'Lego Therapy' encourages positive social interactions and self-esteem. • Support Staff in the playground at break time and lunchtime encourage participation in activities such as Huff and Puff, skipping, ball games, imaginary play or direct towards other activities to facilitate social interaction.	• Social and Therapeutic Stories are used to support pupils who find appropriate social interaction challenging. • Vulnerable pupils encouraged and supported to attend extra-curricular clubs, including after school clubs and holiday clubs (supplemented by School PP and SP funding). • Support Staff in the playground at break time and lunchtime encourage participation in activities such as Huff and Puff, skipping, ball games, small world play or direct towards other clubs to facilitate social interaction for children who find this tricky • Reasonable adjustments are made to activities to ensure participation of all pupils. • 1:1 Speech and Language Therapy sessions (Care Plan and Goals devised by NHS SALT and intervention then led by our SALT TA) develop social interaction skills. • Our Autism Champion ensures pupils with social communication difficulties have plenty of non-threatening social interaction opportunities.

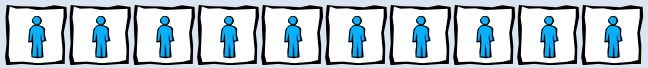
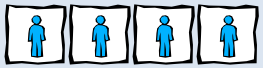
8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All areas of the school are accessible to all pupils, including those with physical disabilities. There are ramps and lifts in place where required. • Appropriately sized tables, chairs, furniture, and touchscreens for all to access. • Portable devices (laptops, tablets, and iPads) ensure all pupils access learning and have alternative recording methods. • Blinds block out glare from the sun. • Pupils feel safe in an environment where bullying is almost non-existent and incidents are dealt with swiftly and thoroughly. • Protective Behaviours Assemblies ensure pupils know how to keep themselves safe. • Whole School Behaviour Agreement is robust with clear rewards and consequences. • All areas of the school are safe and promote learning. • Classrooms are calm and organised with clearly labelled resources. • Displays are clear and clutter free to promote independent learning and learning environment accessible to all. • All pupil have access to our Trim Trail. • Learning walks carried out by SENDCo and AHT at the beginning of each Term with focus on learning environments that are accessible to all.	• Pupils can elect to spend their lunchtime experiencing inside activities such as Lego and colouring. • Vulnerable pupils are offered a quiet space at break and lunchtimes. • Fun Fit develops all aspects of pupils' physical development as well as supporting mental wellbeing. • Support Staff in the playground at break time and lunchtime encourage participation in activities such as Huff and Puff, skipping, ball games, imaginary play or direct towards other activities to facilitate 'Active Play'.	• A range of specialist equipment is available for pupils with SEND to aid their fine motor skills (e.g. writing slope), attention and concentration levels (e.g. move 'n' sit cushion), and sensory needs (e.g. dark den, sensory toys). • Specialist equipment for pupils with physical disabilities ensures their independence e.g. Prodigi. • Disabled toilets and lifts are available. • All adults are 'Team Teach' trained. • Designated teaching areas and individual work stations are used for pupils to follow their own personalised curriculum and learn with as few distractions as possible. • Reasonable adjustments are made to activities to ensure participation of all pupils.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Extensive transition programme for new Reception pupils: - EYFS and Headteacher visit children at their pre-schools - Pre-school children visit for story sharing, and stay and play sessions - EYFS carries out offered home visits - Parent Open Evening for parents/carers of new Reception children • All pupils (including new Reception) spend 5 days in their new classes in Summer Term. • Transition meetings between staff to share invaluable pastoral and attainment information about pupils. • English and Maths books and assessment data passed on to new teachers. • Strong links with local secondary school and thorough transition programme for year 6s: - Termly theme based taster days - Headteacher and Head of Year 7 visit our pupils for Q&A - 5 days spent at secondary school at the end of the summer term • Cluster events at local secondary school for all KS2 pupils: the Big Sing event, Christmas fair, competitive sports, discos etc. • New pupils invited for a tour of the school and half day visit in their new class.	• Additional visits for small groups of year 6 pupils moving to secondary who are deemed to be more vulnerable to extend opportunities to familiarise themselves with the staff and environment. • Transition meetings with secondary school SENDCo and Designated Safeguarding Lead re: pupils' needs. • Transition meetings with pre-school SENDCo and Designated Safeguarding Lead. • Transition meetings between support staff re: pupils' needs and effective strategies. • Buddy system for vulnerable pupils.	• Additional individual visits for pupils with complex needs accompanied by their 1:1 teaching assistant. • Advice sought from other agencies to support individual pupils with transition to secondary school. • SENDCo attends pre-school children's TAC/Early Support/SEND Review meetings. • Secondary school SENDCo invited to attend Year 6 pupils SEN review meetings. • Meetings with parent/carers to discuss pupils' individual needs. • Multi-agency transition meetings. • Advice given to parents regarding secondary placements/choices.

10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
• IDFS Training for all staff 02.10.19. • Head Start Kernow, Trauma Informed Schools 10 Day Practitioner Training attended by HLTA and TA, Summer 2019. • Head Start Kernow, Trauma Informed Schools 2 Day SLT Training attended by SENDCo, Spring 2019. • Level 3 Safeguarding focus on Neglect Training for AH, 12.02.19. • Level 3 Safeguarding focus on Domestic Abuse Training for SENDCo, 05.02.19. • Level 3 Safeguarding Training focus on Parent Mental Health for HT, 14.03.19. • Local Authority SENDCo Network meetings attended by SENDCo each term. • Clay Cluster SENDCo Network meetings attended by SENDCo each term. • E.P Network meetings attended by SENDCo each term. • 3 Day IDFS attended by our Dyslexia Champions and SENDCO June 2018 • National Award For Special Educational Needs Coordinator achieved by SENDCo 2016	• WRAPS Training attended by SENDCo 22.01.20. • 'Team Teach' training for all staff, January 2020 • ASDAT Info Session attended by SENDCo 25.11.20. • SENDCo, EYFS Lead and TA involved in numerous training dates for our involvement in the ELKLAN and Nuffield Language Intervention Research Project (NELI) 18/19. • 'Lego Therapy' training for Teaching Staff delivered by E.P, Autumn 19 • Funfit Course attended by TA Spring 2019 • Barnardos Domestic Abuse Training for Teaching Staff 13.03.19 • ELKLAN SLCN accredited course completed by SALT TA Spring 2018 • 'Draw and Talk' training for Teaching Assistants delivered by E.P, July 2018, and follow up Supervision Sessions. • 'Lego Therapy' training for Teaching Assistants delivered by E.P, 18/19, and follow up Supervision Sessions. • First Aid training for teachers and staff. • Precision Teaching training for TAs delivered by E.P	• Braille Training attended by TA and pupil led by VIT March '20 • Regular 1-1 Supervision Sessions attended by SENDCo to support work in Therapeutic Play Skills Sessions • Statutory SEND Panel attended by SENDCO 19.11.19. • Selective Mutism Training attended by Class Teachers. TAs and SENDCo led by SALT Sept '20 • Vision Awareness Course attended by Class Teacher and TA 03.07.19 • Post Graduate Therapeutic Play Skills Qualification completed by SENDCo • 'Touch Typing' attended by TA, 27.03.19 • 2 Day Supporting Children With Complex Communication Needs Course SALT attended by TA, Autumn 2018

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Autism Spectrum Team	Direct support for pupils with Autism Spectrum Conditions. Provide support and advice to parents/carers and staff. Act as pupil advocate.	01872 221400
CAMHS	Provide support and advice to parents/carers and staff in developing skills and knowledge of how to identify and meet the needs of children and young people who have difficulties with emotional and psychological well-being.	01872 322277
Children in Care Manager	Ensure children in care have access to a high quality education and achieve their full potential by supporting schools and carers. Act as pupil advocate.	01872 323104
CLEAR counselling service	Enable children and young people having experienced an abusive relationship to flourish within a therapeutic setting.	Nicola Henderson 01872 261147
Dyslexia Support Service	Direct support for pupils with dyslexia. Provide support and advice to staff and parents/carers. Act as pupil advocate.	Jo Davidson 07484 044165
Early Support team	Support professionals and other agencies working families to integrate the services they are providing and to work in partnership with parents and carers.	Nathan Wilce 01872 322972
Education Psychology Service	Train staff to deliver specialist intervention. Consultation with SENDCo about pupils' individual needs. Observe and assess pupils' individual needs. Provide advice and guidance. Support pupils, families and staff after a critical incident.	Kim Boddy 01872 322963
Family Support Workers	Provide support to families in establishing routines, behaviour management, finances, housing, parenting programmes and signposting to other services.	Ness Little 01872 322972
Hearing Support Service	Assess the needs of children with hearing difficulties. Provide support and advice to staff and parents/carers.	Pam Holer 01872 254905
National School Breakfast Programme	In partnership with Magic Breakfast, funded by the DfE, the NSBP provides a breakfast bagel for each child every morning.	Elizabeth Walker 020 7254 6251
Occupational Therapy Service	Assess the needs of children with fine motor and general coordination difficulties and provide an OT programme. Provide support and advice to staff and parents/carers.	Lucy Lucock 01872 253886
Paediatrician	Assess the needs of children with special educational needs and disabilities. Provide support and advice to staff and parents/carers.	Jo Lewis/ Sarah Harris 01872 254516
Parenting Support	Provide free groups and courses for parents/carers of children aged 0-19 years with some of the challenges of being a parent.	01726 824974
Penhaligon's Friends	Provide support to children who have suffered bereavement. Provide advice to parents/carers and staff.	Becky Thomas 01209 210624

Physiotherapy Service	Assess the needs of children with gross motor difficulties and provide a physio programme. Provide support and advice to staff and parents/carers.	Hannah James 01726 873036
Primary Mental Health Workers	Provide support and advice to parents/carers and staff to meet the needs of children who have difficulties with emotional and psychological well-being.	01726 873292
School Improvement Officer for SEN	Provide advice, training and networking opportunities for SENCo's on all aspects related to Special Educational Needs and Disabilities.	Julie Le Masurier 01872 326977
School Nurse team	Health assessments of reception children. Weigh and measure reception and Year 6 pupils. Contribute to Individual Health Care Plans for pupils with medical conditions. Hearing screenings. Refer to other services, e.g. Healthy Weight programme, bladder and bowel specialists, dietician, etc.	Olivia Humphries/ Marie Blackbeard 01872 227200
SEN Assessment and Provision Team	Carry out the process of Statutory Assessment and maintaining statements for children with Special Educational Needs. Provide advice and guidance to ensure a child's special educational need is appropriately identified and met.	Christine Roberts 01872 324242
SHIPS Project Charity	Support children and young people when they return to school after Brain Injury.	Dr Sian Rees 0117 9673279
Speech and Language Therapy Service	Assess pupils' individual needs, provide and assist in the implementation of specific SALT programmes.	Bethany Taylor 01208 834488
Social Care	Work with families to ensure all children's needs are met, particularly their safeguarding needs.	MARU 0300 1234 101
Student Welfare Officer	Ensure children reach their full educational achievement through the highest level of school attendance.	Caroline Hunt 01726 822485
Vision Support Service	Assess the needs of children with vision difficulties. Provide support and advice to staff and parents/carers.	Jane Parsons 01872 323453
Young Carers	Ensure Young Carers are recognised and valued, receive support for their caring role, and are safeguarded against taking on responsibilities which prevent them achieving their full potential.	01872 321486

12. Pupil progress

We use a variety of strategies to assess and review pupils' progress towards outcomes.
We make daily observations of pupils' progress through **formative assessments**. This is an active and ongoing process in the classroom between the teacher and the pupil and includes:

- Early Years Foundation Stage Learning Journeys- Tapestry
- Questioning
- Observations
- Marking of children's work with clear next steps identified and time allocated for pupils to respond.
- Independent learning/ distance work
- Reading Records
- Self-assessment/ peer assessment
- Provision Mapping Meetings
- Pupil Conferencing

More formal assessments take place throughout the year called **summative assessments**. These provide a 'snapshop' of what a child can do at the time of the test and include:

- Termly Early Years Foundation Stage profile assessments
- Phonics Screening
- End of Key Stage 1 Assessments
- End of the Key Stage 2 Assessments
- Termly NFER, reading, writing, spelling, punctuation and grammar, and Maths tests/tasks
- Specific assessments for individual needs, e.g. Dyslexia screening

Information from all these different types of assessment is feedback to parents/carers through mid-term and end of year reports.

13. How we know how good our SEND provision is

We evaluate the effectiveness of our SEND provision through all of the methods mentioned above.

14. If you wish to complain

We are a very inclusive school and work extremely hard to ensure children with special educational needs have the best possible education. However, if you are not entirely satisfied with our SEND provision and wish to make a complaint, this should be addressed with our SENDCo in the first instance, then our Headteacher and finally with our Chair Of Governors.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:
http://cornwall.childrensservicedirectory.org.uk

Answers to Frequently asked Questions

1. How do people in school know if a pupil needs extra help?

Pupils' development is monitored very closely so that additional needs can be identified as early as possible and discussed with parents/carers. Provision mapping is used to map out all the children's individual needs and intervention implemented. Pupil progress and provision mapping meetings between the Headteacher, Assessment Lead, SENDCo and teachers take place every half-term and intervention adjusted accordingly. We have an open door approach so that parents/carers feel confident to raise concerns about their child's development with staff.

2. What should I do if I think my child may have special educational needs?

Parents/carers are encouraged to speak to their child's teacher in the first instance. Our SENDCo may then become involved via discussion with the teacher or parent/carer and observations of the child in school.

3. Who is responsible for the progress and success of my child in school?

According to the Code of Practice 2014, 'Teachers are responsible and accountable for progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. Teachers are supported by the SENDCo, Assistant Headteacher and Headteacher accordingly. The governing body are responsible for the progress and attainment of all the children; they receive anonymised data about the progress of groups of children and compare this with national figures.

4. How is the curriculum matched to my child's needs?

Teachers plan lessons to ensure all abilities and learning styles are catered for. Additional intervention is implemented for pupils of all abilities. Staff follow advice from other agencies and build in specific programmes, where needed.

5. How do school staff support me/my child?

Children are supported within the whole class setting, and through small group intervention and one-to-one support/intervention. Our aim is also to develop pupils' independence at all times. Parent/carers are supported through parent consultations with the teacher, meetings with the SENDCo/Headteacher and advice and support from other agencies.

6. How will I, and my child, know how well they are doing?

Parents/carers know how well their children are doing through informal discussions with the teacher, termly parent consultations, meetings with the SENDCo/Headteacher, meetings with other agencies and reports from other agencies. Children will know how well they are doing through regular verbal and written feedback from teachers and support staff. KS2 pupils are also encouraged to attend parent consultations.

7. How will you help me to support my child's learning?

Parents/carers will be given ideas of how to support with their children's learning through weekly homework, termly parent consultations, termly class letters, Class Dojo and weekly newsletters.

8. What support is there for my child's overall wellbeing?

Our aim is to ensure all pupils feel happy, safe and valued in school. We use positive behaviour management, protective behaviour assemblies, PSHE (personal, social and health education) lessons which include the SEAL materials and Christopher Winter Project materials, 'draw and talk' intervention, Play Therapy, TIS, RRS, Dyslexia Champions, Autism Champions, and a variety of extra-curricular clubs to ensure pupils overall wellbeing.

9. How do I know that my child is safe in school?

Your child's safety is paramount at our school. We have rigorous safeguarding and behaviour management procedures in place. Any issues are discussed immediately with parents/carers and support from other agencies sought if required. Children are children constantly encouraged to share their views and opinions.

10. How is my child included in activities outside the classroom including school trips?

All children have access to a variety of extra-curricular clubs and school trips. We differentiate these activities and provide additional support, where required. School trips are risk assessed and this includes the inclusion of children with special educational needs and disabilities.

11. How accessible is the school environment?

Our site is fully DDA compliant, with a lift, ramps, disabled parking and disabled toilet.

12. How will school prepare and support me/my child through the transition from key stage to key stage?

See information under section 9 'Transition from year to year and setting to setting'.

13. How are the school's resources allocated and matched to pupils' special educational needs?

Provision mapping half termly is used to map out all the children's individual needs and support/intervention to match their needs.

14. How is the decision made about what type and how much support each pupil receives?

We use a graduated approach of 'assess, plan, do, review' to support children at our school. Pupil progress and provision mapping meetings between the Headteacher and teachers take place every half-term and intervention is adjusted accordingly.

15. Who can I contact for further information?

You are very welcome to contact our Admin Team to ask for a copy of our prospectus or arrange a tour of our school. If you wish to find out more about our SEND provision you can arrange to meet with our SENDCo, Sarah Morrison.

Reviewed by: Sarah Morrison – SENDCo
Approved by Governors: 10/03/2020
To be reviewed: April 2021