



Nanpean Community Primary School



Our SEN information report (including our 'local offer') ~ May 2018

Nanpean Primary School is a fully inclusive school where the achievements and successes of all children are nurtured and celebrated. Our school is a *'harmonious community for pupils to grow and thrive. Parents and carers, governors, staff and pupils all share this view'* Ofsted, September 2014. 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. Our keen and hardworking staff cater for all the children in their class and offer an extensive range of stimulating experiences to ensure that every child has access to an inspirational education. We have a 'whole school approach' to special educational needs and our staff are committed to identifying and providing for the needs of all the children in the school. 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. 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.

At Nanpean School we aim for all children:

- To be independent learners
- To achieve/ exceed their full potential in all areas of their development
- To be confident, adaptable and well-balanced
- To value diversity and respect differences
- To understand their responsibility to others
- To be motivated and self-disciplined
- To uphold the co-operative values

[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

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Pupil voice is represented in all aspects of school life as well as in School Council and through our Rights Respecting School work (RRS). • 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 2/3 representatives that form our School Council; they meet on a weekly basis and represent the views of all pupils in their class. • Our school has a RRS Steering Group who meet on a weekly basis to develop our awareness of children's rights. • Weekly PSHE sessions include class discussions. • Whole school assemblies focus on key values and 'Protective Behaviours' (thoughts, feelings, and behaviours) links are made to the UNCRC. • Annual pupil visioning event allows pupils to express their views and visions. • Talk Partner/ group work during lessons. • Pupils' self-assess their learning in each core lesson. • Pupils' respond to 'next step' comments and stickers in their learning books. 	<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of pupils. • Pupils' views are an integral part of TAC (Team Around the Child) meetings. • Pupils complete a 'pupil's views' sheet for SEND review meetings. • Pupil voice is a central part of our Rights Respecting Schools work. • Pupil passports provide overview of pupils' needs. • Family Support Workers (FSW) meet with pupils in school.




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Nanpean School works in partnership with all parents and carers. • 'Open door' policy in place throughout the school. • Headteacher or other member of SLT present on the playground at start and end of school day. • Home/school agreement ensures clear expectations and responsibilities. • Weekly newsletters ensure strong communication. • Termly class letters informs parents/carers of what their children are learning. • School website is a central point of all information related to school life. • Termly parent consultations with classteachers enable sharing of specific information about their children. • Half termly parent open afternoons with a focus on key topics, e.g. e-safety, times tables, RSE, etc. • 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. • Parents contribute to their children's aspiration passports. 	<ul style="list-style-type: none"> • Parents/carers know who the SENDCo and DSL (Designated Safeguarding Lead) are should they need to discuss concerns. • Parents of pupils with special educational needs attend monthly parent forums with Headteacher/SENDCo. • Parents/carers informed of pupils targets on intervention trackers for group intervention. • Parents/carers are invited to attend workshops re: supporting their children at home, e.g. Family Learning, Parenting courses, etc. 	<ul style="list-style-type: none"> • Parents/carers are actively encouraged to contribute to pupil's school experience and contribute to targets/action points at termly SEND Review meetings. • Parents' views are an integral part of TAC (Team Around the Child) meetings. • Parents/carers are supported when meeting with a range of outside 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

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • 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. • Skills are developed through a creative, cross-curricular approach which includes outdoor learning, educational visits and residential. • Effective use of IT across the curriculum. • 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. • Whole school behaviour management policy embedded consistently across the school. • Half termly pupil progress meetings between Headteacher, SENDCo and classteachers to analyse pupil progress and attainment and ensure pupils' needs are met. • Termly reporting to parents/carers to share pupils' attainment and attitudes towards learning. • Specialist equipment accessible to all, e.g. writing slope, pencil grips, fiddle toys, wobble cushion. 	<ul style="list-style-type: none"> • Half termly provision mapping meetings between Headteacher, SENDCo and classteachers ensure pupils' needs are met leading to the implementation of specific interventions. • 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: <ul style="list-style-type: none"> - Speech and language - Pre-teaching of vocabulary - RWInc - Reading comprehension - Penpals Handwriting - Maths - Social skills - Fun Fit (gross motor skills) - Draw and Talk (emotional skills) - Able, gifted and talented support - Fresh Start - Circle of Friends - Play Therapy • Dyslexia screenings to identify specific learning needs. • Additional support in class to ensure access to the curriculum. 	<ul style="list-style-type: none"> • Personalised curriculum to meet pupils' learning styles and interests through individual support in class. • School's own Autism Champion provides advice and support in house. • Dyslexia Champions provide advice and support. • Advice and support from outside 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 other professionals e.g. E.P, SALT, School Nurse • Individual interventions include: <ul style="list-style-type: none"> - Speech and language - Precision Teaching - One to one tuition - Play Therapy - Theraplay/ sensory stimulation - 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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Lessons are carefully planned to ensure clear differentiation for a range of abilities. • Different learning styles are catered for, e.g. visual, auditory and kinaesthetic. • Learning objectives are displayed and discussed at the beginning of lessons. • Differentiated open and closed questioning used throughout lessons. • Pupils work is marked regularly showing what they did well and next steps in their learning. • Pupils are given regular RnR (response and reflection) time to respond to next step comments and stickers in marking. • Pupils are given opportunities for self-assessment and peer assessment. • Whole school behaviour management policy embedded consistently across the school. • A range of pedagogical approaches are used to meet the needs of all learners. • Skills are developed through a creative, cross-curricular approach which includes outdoor learning, educational visits and residential. • Homework tasks set to support learning. 	<ul style="list-style-type: none"> • Staff (teachers and teaching assistants) work closely together to ensure pupils with additional needs receive targeted support. • Small group intervention for all year groups and to support all areas of learning. • Teaching assistants/ classteachers/ SENDCo works with small groups to: <ul style="list-style-type: none"> - 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. • 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. 	<ul style="list-style-type: none"> • Personalised and highly individualised learning tasks to meet individual needs. • Advice and support from outside agencies on how to adapt teaching to meet individual pupils' specific needs. • SMART targets are devised and reviewed termly. • 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.




5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Adults model learning tasks clearly so pupils can work independently. • Tasks are well differentiated so that pupils can complete them independently. • Resources are clearly labelled and easily accessible. • Self-help displays encourage independence, e.g. 5Bs, Growth Mindset, • IT further supports independent learning. • Consistent routines and behaviour expectations. • Pupils self-assess their learning. • RnR time encourages pupils to independently address next steps in their learning. • Classroom monitors have specific responsibilities. • Buddy system to help new pupils settle into school. • PSHE curriculum covers aspects of self-help and independence. • Protective behaviours 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. 	<ul style="list-style-type: none"> • 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. • '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. 	<ul style="list-style-type: none"> • One to one support assistants skilfully ensure the development of independence in learning. • Communication aids, e.g. PECS, photo prompts, personalised visual timetables. • Intimate care plans, following advice from professionals, aim to develop pupils' independence. • Individual behaviour targets promote self-help skills.




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The contributions of all pupils are 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. • Pupil's issues are dealt with effectively and clear records kept. • Weekly whole school assemblies focus on SEAL, RTime, Protective Behaviours, Co-operative Trust Values and RRSA. NSPCC also deliver assemblies. • 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 bi-annually. • There is a named Designated Safeguarding Lead and DSL cover. • Key staff are paediatric first aid trained. • School Nurse Drop In session every term. • We support the Daily Mile Initiative which promotes good physical and mental health. 	<ul style="list-style-type: none"> • 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 • Play therapy sessions where play is used as a means of helping children express or communicate their feelings. • Social stories used to help pupils understand specific social situations. • Vulnerable pupils able to take time out in their classrooms at break and lunchtimes. • Parenting support for families that require support in ensuring their children's emotional needs are met. 	<ul style="list-style-type: none"> • TAC (Team Around the Child) and Early Support meetings focus on pupils emotional wellbeing. • Bereavement counselling offered for children that have suffered a loss. • Individual Health Plans 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: <ul style="list-style-type: none"> - School Nurse - Primary Mental Health Workers - CAMHS (Child and Adolescent Mental Health Service) - Educational Psychologist - Penhaligon's Friends - CLEAR counselling - JIGSAW counselling - Social Care




7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • 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) pupil group 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. • Buddy system ensures new pupils to the school feel happy, safe and welcomed. • All pupils attend and take part in whole school events, e.g. Harvest, Christmas fair, Easter Service, Summer fair, 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. • KS2 pupils have the opportunity to take part in cluster competitive sports. 	<ul style="list-style-type: none"> • Playground 'buddy' system in place to encourage positive social interaction during playtimes and lunchtimes. • Social skills interventions support the unwritten rules of conversation, e.g. Time to Talk. • '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 	<ul style="list-style-type: none"> • Social stories 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. • 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 Champions ensure pupils with Autism have plenty of non-threatening social interaction opportunities.




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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • 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. • There is a named Designated Safeguarding Lead (Carly Wicks) and DSL cover (Michael Barritt). Additional staff are trained to Level 3. • Whole school behaviour agreement is robust with clear rewards and consequences. • All areas of the school are safe, stimulating 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. 	<ul style="list-style-type: none"> • Pupils can elect to spend their lunchtime experiencing inside activities such as Lego. • Vulnerable pupils are offered a quiet space at break and lunchtimes. • Foot stools are used to facilitate appropriate sitting postures when necessary. • There are named adults who are 'Team Teach' trained. • Fun Fit develops all aspects of pupils' physical development. 	<ul style="list-style-type: none"> • 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. • Disabled toilets and lifts are available. • 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.

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Extensive transition programme for new reception pupils: <ul style="list-style-type: none"> - Classteacher and Headteacher visit children at their pre-schools - Pre-school children visit for story sharing, and stay and play sessions - Classteacher carries out 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 pass on invaluable information about pupils. • English and Maths books and assessment folders passed on to new teachers. • Strong links with local secondary school and thorough transition programme for year 6s: <ul style="list-style-type: none"> - Termly theme based taster days - More able maths sessions - Headteacher and Head of Year 7 visit our pupils for Q&A and to teach maths session - 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, etc. • New pupils invited for a tour of the school and half day visit in their new class. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Additional individual visits for pupils with complex needs accompanied by their 1:1 teaching assistant. • Communication passports in place for pupils with complex needs. • 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 pupil's individual needs. • Multi-agency transition meetings. • If requested, SENDCo to accompany parents on secondary provision visits.

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

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • ELKLAN course for SALT Teaching Assistant, HLTA and SENDCo 01.05.18 • ABC in EYFS attended by EYFS TAs 15.03.18 • Memory Workshop attended by our Dyslexia Champions 26.01.18 • Phonological Awareness Course attended by 2 TAs 22.01.18 • Local Authority SENDCo Network meetings attended by SENDCo each term. • Clay Cluster SENDCo Network meetings attended by SENDCo and HT each term. • E.P Network meetings attended by SENDCo each term. • Headstart Kernow Information Meeting attended by SENDCo 13.11.17 • Cognition and Learning Neurodiversity Conference attended by SENDCo 05.10.17 • 'Achievement for All' training for all staff 2016/2017 • National Award For Special Educational Needs Coordinator achieved by SENDCo 2016 	<ul style="list-style-type: none"> • Dyslexia Screening Test-What Next? Course attended by SENDCo 18.04.18 • Dyslexia Champions Refresher Course attended by our Dyslexia Champions 26.03.18 • Funfit Course attended by TA 16.01.18 • ELKLAN SLCN accredited course completed by SALT TA January 2018 • Empowering Struggling Readers Course Attended by Teacher and TA 16.11.17 • Emotion Coaching Course attended by HLTA 13.11.17 • 'Draw and Talk' training for teaching assistants • First Aid training for teachers and staff. • 'Team Teach' training for teachers and teaching assistants • Precision Teaching training for TAs delivered by E.P 	<ul style="list-style-type: none"> • Post Graduate Therapeutic Play Skills accredited course currently being completed by SENDCo • Bereavement And Critical Incident' course for SENDCo 12.05.17 • 'Modifying Materials Workshop' attended by TA 30.01.17

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Achievement for All	Achievement for All is an award-winning charity delivering a coaching programme for schools that focuses on the needs of children vulnerable to underachievement. They work with schools to close the attainment gap and improve progress in reading, writing and maths for pupils identified as disadvantaged or having a special educational need or disability.	John Reilly 01635 279499
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.	Carol Green 01872 221400
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.	Jane Stephens 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
Cornwall Works with Families	Get members of workless families working together to get closer to the labour market and back into work.	Simon Carpenter 01872 355015
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
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.	Lorna Searle 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.	Liz Kirkbride/ Chantelle Rose 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 326855
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 322417
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.	Marquita Stables 01726 873033
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.	Rosie Foster 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
- Questioning
- Observations
- Marking of children's work with clear next steps identified and time allocated for pupils to respond.
- Independent learning/ distance work
- Guided Reading records
- Intervention trackers
- Self-assessment/ peer assessment
- Provision mapping meetings

More formal assessments take place throughout the year called **summative assessments**. These provide a 'snapshot' 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
- Half termly 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 SEN provision is

We evaluate the effectiveness of our SEN 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 SEN provision and wish to make a complaint, this should be addressed with our SENCo 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, 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 and differentiate 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, celebration of learning, weekly newsletters, and half termly curriculum based parent open afternoons.

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, 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 the school secretary, Kerry Dash, to ask for a copy of our prospectus or arrange a tour of our school. If you wish to find out more about our SEN provision you can arrange to meet with our SENDCo, Sarah Morrison.

Reviewed by: Sarah Morrison – SENDCo

Approved by governors: 05/06/2018

To be reviewed: April 2019