



## Special Educational Needs and Disabilities. Our School offer.

**Our school is an inclusive one where we encourage children to ‘To be the best they can be.’**

The levels of support and Provision offered by our school 2018-2019.

Special Educational Needs and Disabilities Coordinator: Mrs. Sally Vannoey.

### 1. Listening to and responding to children and young people

#### The Universal Offer



Views and opinions of all pupils are valued by all members of the school community.

Termly Parent’s evenings for all children and parents/carers.

Safeguarding and SEND concerns are discussed at all staff meetings and briefings.

#### Additional Targeted Support and Provision



SEND pupils are included in all pupil voice/pupil conferencing groups.

Staff are skilled in listening to and supporting children in their sharing their ideas and opinions.

#### Specialist Individualised Support and Provision



Termly meetings of children, parents, class teacher/SENCo/ Teaching assistant and child.

Pupils’ views are incorporated into Individual Education Plans (IEPs) which are shared with parents and children and reviewed in Progress meetings termly. IEPs are completed for children with a statement or EHCp or if the

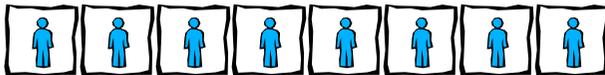
<p>Termly monitoring visits from other senior leaders and Hub Councillors focuses on school improvement which covers SEND.</p> <p>We listen and respond to children via the School Council and through class discussions.</p>		<p>SENCo and parents feel it is relevant for their child.</p> <p>At annual reviews, children's' views are taken into account.</p> <p>Pupils views are an integral part of TAC meetings, CHIN meetings and SEN reviews as described above.</p>
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## 2. Partnership with parents and carers

<p style="text-align: center;"><b>The Universal Offer</b></p>  <p>The school works in partnership with all parents and carers through school events, welcome meetings at key transition times and arrange times to meet that suit them.</p> <p>We hold parent forum meetings.</p> <p>Parents and carers are invited to attend termly Parent's evenings and all parents receive notification of their child's achievement in relation to national expectations.</p> <p>Pupils reports are sent home each academic year.</p> <p>Parents have access to 'parent view.'</p> <p>Where necessary, parents are given support to access multi-agency support.</p>	<p style="text-align: center;"><b>Additional Targeted Support and Provision</b></p>  <p>Information on SEND sent out to new parents to raise any concerns before their child starts school. We encourage parents to come and discuss their concerns in person afterwards.</p>	<p style="text-align: center;"><b>Specialist Individualised Support and Provision</b></p>  <p>Termly progress meeting with Parents and SENCo to discuss the child's learning needs when necessary.</p> <p>Specific out of school agencies including:</p> <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Cornwall Dyslexia Team</li> <li>• Educational Psychologist</li> <li>• Early Support workers</li> <li>• Early Help Hub</li> <li>• Aspire Academy Trust Inclusion Team</li> </ul> <p>Parents and carers are supported in attending, and are actively involved in, all TAC meetings and annual reviews where their views are an integral part.</p>
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<p>A varied way of contacting parents from school: weekly newsletters, texts, phone calls, social media and face to face discussions.</p> <p>Parents can contact school about concerns.</p> <p>Opportunities for parents to attend groups/workshops relating to SEN. Information posted on the school notice board.</p>		<p>All documentation can be presented in a format that is accessible to parents.</p>
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### 3.The Curriculum

<p style="text-align: center;"><b>The Universal Offer</b></p>  <p>The curriculum is designed to ensure the inclusion of all pupils and our 'Learning for Life' approach provides exciting opportunities.</p> <p>All pupils, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>Assessments (including dyslexia testing) are used to identify pupils who need specific interventions.</p> <p>Parent evenings through the year and yearly reports to discuss pupils' work.</p> <p>Termly assessments on pupils' progress and attainment using P-scales and Jason Hurr &amp; 'Notasweknowit' This is assessed through 'pre-</p>	<p style="text-align: center;"><b>Additional Targeted Support and Provision</b></p>  <p>Interventions are individual and needs led.</p> <p>The progress of pupils taking part in intervention groups are assessed on a regular basis.</p> <p>The interventions are adapted in light of pupil progress.</p> <p>Small group and individual intervention includes:</p> <ul style="list-style-type: none"> <li>- literacy – RWI, reading, toe by toe programme, Nessy, Clicker 7</li> <li>- numeracy – Maths Base</li> <li>- speech and language</li> <li>- social skills</li> <li>- gross motor control sessions</li> </ul>	<p style="text-align: center;"><b>Specialist Individualised Support and Provision</b></p>  <p>Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.</p> <p>Personalised timetable if necessary with targeted support for those children who need it most. This may include pre-teaching of new topics, personalised resources and targeting children's independent skills.</p> <p>Regular contact with parents.</p> <p>Support from outside professionals e.g. Educational Psychologist, Speech and Language, Occupational Therapist.</p>
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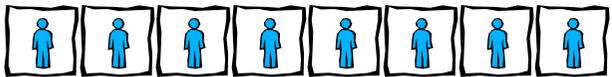
<p>key stage foundation, working towards expectations, meeting expectation or exceeding expectations.’ Pupils are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities.</p>		
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#### 4. Teaching and Learning

<p style="background-color: #FF00FF; display: inline-block; padding: 2px;">The Universal Offer</p>	<p style="background-color: #FFFF00; display: inline-block; padding: 2px;">Additional Targeted Support and Provision</p>	<p style="background-color: #00FF00; display: inline-block; padding: 2px;">Specialist Individualised Support and Provision</p>
<div style="text-align: center;">  </div> <p>The whole school uses a ‘dyslexia friendly’ approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Learning Intentions are displayed and discussed. In Key Stage 1 ‘We are learning to...’ (WALT) or ‘I can ...’, are used.</p> <p>Alternative ways of recording are used such as using iPad software and ‘Clicker 7’ using chrome books.</p> <p>Visual timetables used in all classrooms.</p> <p>Good quality training and CPD for all staff.</p>	<div style="text-align: center;">  </div> <p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence</li> <li>- keep pupils on task.</li> </ul> <p>If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher.</p> <p>Independent pupil learning is supported by the use of technology, for example:</p> <ul style="list-style-type: none"> <li>- iPad and chrome books</li> </ul>	<div style="text-align: center;">  </div> <p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>Personalised timetable if necessary.</p> <p>One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory difficulties, speech and language difficulties, Autism, severe literacy difficulties/Dyslexia and they have a statement or EHC.</p> <p>IEPs for pupils with Statements/Educational Health Plans. These are reviewed termly with parents and pupils.</p> <p>Task Management boards are used for pupils with specific timetable – to include interventions.</p>

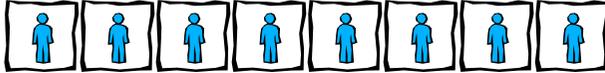
Teaching Assistants are given extra opportunities to further their qualifications: Dyslexia champion and Autism champion.	Special examination arrangements are put in place for internal and external tests and examinations (reader, scribes etc.)	
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## 5. Self Help Skills and Independence

<p style="text-align: center;"><b>The Universal Offer</b></p>  <p>Clearly labelled and laid out classrooms</p> <p>Resources available in class-rooms containing overlays, highlighters, dictionaries etc. which promote independence.</p> <p>Classroom monitors with specific responsibilities.</p> <p>Consistent routines and behaviour expectations.</p> <p>Pupils have the opportunity to choose from many after school clubs, such Cross Country, Netball, Football, Bounce into Life, Film Club, Yoga or dance.</p> <p>PSHE lessons and assemblies to promote social and emotional well-being.</p> <p>All children have the opportunities to attend school trips and residential visits.</p>	<p style="text-align: center;"><b>Additional Targeted Support and Provision</b></p>  <p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</p> <p>Pupils can have access to:</p> <ul style="list-style-type: none"> <li>- visual timetables/task management boards</li> <li>- learning passports</li> <li>- traffic light system</li> </ul> <p>Group support:</p> <ul style="list-style-type: none"> <li>- Social skills groups</li> <li>- Draw and Talk Group</li> </ul>	<p style="text-align: center;"><b>Specialist Individualised Support and Provision</b></p>  <p>Teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc.</p> <p>Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent.</p> <p>Timetables are in place to support independence.</p>
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## 6. Health, Wellbeing & Emotional Support

### The Universal Offer



PSHE lessons include all pupils.  
SMSC values instilled through lessons and assemblies.

Pupil issues are dealt with by trained staff, as they arise.

Staff are first aid trained to ensure the safety of pupils.

Pupils have access to a school nurse on a referral basis.

After School clubs e.g.  
Cross Country, Netball, Football, Bounce into Life, Film Club, Yoga or dance.  
All pupils belong to a class/group.

Resilience is promoted through sports events, school plays, school trips and other team activities.

All children belong to a house.

All children have the opportunity to run for school councillor.

### Additional Targeted Support and Provision



Small group work focuses on...

- self-esteem
- social skills
- life skills
- anger management

Sport Ability all and multi-skills events to aid resilience and emotional well-being

Support at playtimes where needed.

### Specialist Individualised Support and Provision



TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.

Additional support for Pupils can be requested from

- CAMHS
- Social Care
- Dreadnought
- Music therapy
- Penhaligons' Friends

Pupils with specific medical conditions have individual health care.

Sensory Diet designed for individual pupils needs.

Draw and Talk and Social Studies interventions for social and emotional support.

## 7 Social Interaction opportunities

### The Universal Offer



All children belong to a house.

All children from Years 1 to 6 are given the opportunity to run for School Councillor each year.

All children have the opportunity to join a club including: Cross Country, Netball, Football, Bounce into Life, Film Club, Yoga or dance. Class performances and productions where everyone has a part.

Collaborative working in class.

Home visits are arranged for children entering Reception.

There is a robust secondary transition and partnership with our main local feeder schools.

### Additional Targeted Support and Provision



Socially Speaking intervention.

Adult support at playtimes to encourage friendships and modelling of games.

### Specialist Individualised Support and Provision



Advice from SALT

Buddy system as required, particularly for new children to the school.

Meetings with early year's providers to discuss individual needs of pupils who will join Reception.

## 8. The Physical Environment (safety, accessibility, positive learning)

### The Universal Offer



All areas of the school are accessible to everyone including those Pupils with SEND.

All classes have wheel chair access and the school is wheelchair accessible.

Pupils feel safe and, in an environment, where bullying is minimal and dealt with effectively.

There is a named child protection teacher, 'Safeguarding Officer' and a named 'Child in Care' teacher.

All areas of the school are uplifting, positive and support learning.

Teachers focus on rewarding good behaviour to promote a positive learning environment – Golden tickets are issued.

The rewards and sanctions system is robust and displayed around the school.

### Additional Targeted Support and Provision



Non-slip, non-breakable equipment available in practical lessons.

Some toilets adapted by height.

There are named adults who are 'team teach' trained.

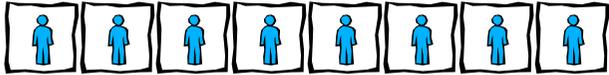
### Specialist Individualised Support and Provision



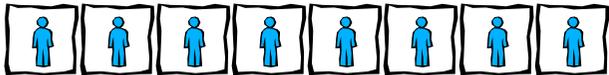
Specialist equipment in practical lessons enables disabled Pupils to be independent.

Classrooms are made accessible for young people with sensory needs.

## 9. Transition from year to year and setting to setting

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 <p>The EYFS class forms one of the five classes we have at Mawgan-in-Pydar School</p> <p>EYFS transition is well planned and takes place regularly.</p> <p>There are strong links with the receiving secondary schools. Children are identified who may need extra support and new school is worked with to ensure a successful transition.</p> <p>Taster sessions happen throughout the year and in a variety of curriculum areas.</p> <p>Children have a morning in their new class the term before they move into their new class.</p>	 <p>SENCO will liaise with pre-school and secondary school to ensure all information is shared before transition.</p>	 <p>Where necessary, individualised transition programmes are put in place.</p>

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

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 <p>SENCo network meetings attended by the SENCo termly.</p>	 <p>TA meetings for those who work with specific children termly or half termly.</p>	

<p>Staff INSET days throughout the year.</p> <p>Weekly staff meetings.</p> <p>Support staff have NVQ level 2 or 3, or equivalent/relevant qualification</p>	<p>Groups of staff are trained in a specific intervention e.g. Draw and Talk and Social Studies for Nurture Groups</p>	<p>Individualised training attended that will benefit specific children. E.g. Effective questioning for children with ASD.</p> <p>The school has one named person as Dyslexia Champion and Autism Champion.</p> <p>The school has two people who are trained in how to use the Dyslexia Screening Test.</p>
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**11.Services and organisations that we work with (a few of the main ones):**

<b>Service/organisation</b>	<b>What they do in brief</b>
<b>Speech and Language therapist</b>	<b>Assess children on their language skills, receptive language and expressive language. Provide support on how to deliver speech and language-based activities to promote improved speech or comprehension.</b>
<b>Educational Psychologist</b>	<b>They can provide assessments such as cognitive ability, provide support on behaviour and access to learning.</b>
<b>Occupational therapists</b>	<b>Provide programmes associated with sensory issues or movement and co-ordination issues.</b>

<b>Early Support</b>	<b>Co-ordinate and chair Team around the Child (TAC) meetings. Provide support for families and direct them to other relevant services.</b>
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Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

## 12. Pupil progress.

Parents meet with the SENCo and class teacher termly to discuss concerns and set targets for the following term using an Individual Education Plan (IEP). IEPs are completed for children with a statement or EHC or for children who require an IEP but don't have a statement or EHC. The concerns are discussed, and actions are noted. An annual review is held to update progress and provision for those with a statement or EHC. An open-door policy is used for parents to access the SENCo or class teacher as and when is needed at an appropriate time.

Pupils are tracked using Jason Hurr & Notasweknowit or if they are working below Year 1 level, their progress will be recorded using P scales. Progress is formally updated termly by the class teacher and fed back to the SENCo.

## 13. How we know how good our SEN provision is.

We are always looking at ways to improve our knowledge and delivery of support to children with SEND. The School has gained the 'silver' Aspire Academy Trust DSEN Charter Mark. Staff are individually trained in areas that are of benefit to the children they work with regularly and we are developing roles across the school for individuals to be specialists in certain areas. This will be by the appointment and training of Dyslexia and Autism Champions. During 2018-19 the school will become a 'Trauma Informed School', with relevant staff receiving training.

As a small school, we are a friendly and approachable team with regular contact with parents and outside agencies. We see good practice as high quality first teaching. We are inclusive, and we cater for a range of needs across the school. We are widely known for being a school that is a community-based village school that includes all children

regardless of their needs. Close relationships with outside agencies provide us with specialist support that is tailored to the individual child. This provision is reviewed, updated and amended as needs change and staff are trained in a range of skills to allow for this individual provision to take place.

14. If you wish to complain.

If you wish to complain, contact the Head of School Sally Vannoey. Appointments or contact details can be obtained from the school office.

### **Frequently asked questions:**

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

Discuss this with the child's class teacher and the SENCo. They can help you pin point any concerns and share experiences in school.

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

The class teacher is responsible for the progress and this is overseen by senior leaders and the SENCo where necessary.

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

Each child is taught according to their age. This corresponds to the National Curriculum. E.g. a Year 5 child works at the Year 5 standard in the Curriculum. For children working below their age expectation, the Curriculum is tailored to suit their needs. This might be at a lower age level or at P scale level. For children who are exceeding their age expectation, they deepen their knowledge and understanding of that standard rather than move up to the next year group.

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

The school will do whatever possible to support parents and children and will respond to questions or concerns with a positive approach.

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

Termly meetings will be held for children who require a lot of extra support or if they have an IEP, statement or EHC.

6. How can you help me to support my child's learning?

We can give you suggestions based on evidence from our professional experience, recommendations from outside agencies and other professionals, sign post you to parent support groups or parent training sessions and help you to understand your child's next steps.

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

Careful planning goes into school trips. Each child is encouraged to participate in at least some of the activities to provide them with experiences outside of the classroom.

10. How accessible is the school environment?

The school is wheelchair user friendly and has a disabled parking bay outside the front of the school. Each classroom has an external door that leads out to the playground where children assemble for fire drills, home time and play time. We have two disabled toilets with changing facilities in one.

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

Your child will have planned transition days with their peers and they have the opportunity to chat with all staff members on a regular basis through playground duty, meeting and greeting in the morning, breakfast and after school clubs and assemblies.

12. Who can I contact for further information?

Your child's class teacher is the first point of call followed by the SENCo and then the Head of School.