



## Nanpean Community Primary School



### Our SEND Information Report (including our 'local offer') ~ May 2024

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. 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.

The information in this report is a guide to the 'typical' levels of provision we offer.

[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](tel:01726822447) [smorrison@nanpean.cornwall.sch.uk](mailto: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"> <li>• The views and opinions of all pupils are valued and listened to throughout the school.</li> <li>• Children's views are expressed formally through regular Smart School Council meetings where members share the views of their class from the questions that are voted on each week.</li> <li>• The views and opinions of all pupils are valued. (United Nations Convention on the Rights of the Child (UNCRC) Article 12).</li> <li>• Pupil Conferencing takes place regularly where pupil's views and opinions about their school experience is heard and acted upon.</li> <li>• PSHE Curriculum highly values children's views and feelings.</li> <li>• Children are encouraged to talk to any adult in the school about their ideas or concerns.</li> <li>• Whole School and class assemblies focus on Mental Health.</li> <li>• Pupil visioning events allow pupils to further express their views and visions.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with special educational needs and disabilities are included in pupil conferencing groups.</li> <li>• Additional provision is reviewed and developed in response to pupil progress and pupils' views.</li> <li>• 'Reflection' sheets and restorative discussions encourage pupils to reflect on their behaviours.</li> <li>• 'Draw and Talk' sessions enable pupils who are having difficulties, opportunities to express their emotions.</li> <li>• Alternative space offered at lunch time for children to eat lunch with a buddy.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the views and needs of pupils.</li> <li>• Pupils' views are an integral part of TAC (Team Around the Child) and SEND Review Meetings.</li> <li>• Pupils may complete a 'pupil's views' sheet for SEND Review Meetings.</li> <li>• Family Workers (FW), Social Workers and Therapists meet with pupils in school.</li> <li>• An Educational Psychologist delivers bespoke pieces of 1-1 work with pupils and their families.</li> </ul>

## 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 
<ul style="list-style-type: none"> <li>• Nanpean School seeks to work in partnership with all Parents and Carers.</li> <li>• 'Open Door' Policy in place throughout the school.</li> <li>• Headteacher present at start of school day.</li> <li>• Class Teachers present at entry points at drop off and pick up times.</li> <li>• Home/School Agreement ensures clear expectations and responsibilities.</li> <li>• Weekly Newsletters ensure strong communication.</li> <li>• Termly class letters and Curriculum Overviews inform Parents &amp; Carers of what their children are learning.</li> <li>• School website, Class Dojo and Facebook are valuable sources of information related to school life.</li> <li>• Text Message Service is used to share information about events and reminders.</li> <li>• Termly parent consultations with Class Teachers enable sharing of specific information about their children.</li> <li>• Termly reporting to Parents &amp; Carers to share pupils' attainment and attitudes towards learning.</li> <li>• Monthly Parent Forums with the Headteacher to discuss aspects of school life.</li> <li>• Annual Parent Questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents &amp; Carers know who the SENDCo (Sarah Morrison) and Designated Safeguarding Lead (Matt Nicholls) are should they need to discuss concerns.</li> <li>• Parents &amp; Carers are kept fully informed by the Class Teacher if their child is having additional support or provision, this is formally reported at Parents' Evening and on Termly Reports.</li> <li>• If there are concerns that a child may have Special Educational Needs then this will be discussed with parents and the class teacher, the next steps will be planned in partnership with parents and will involve the SENDCO.</li> <li>• Parents and Carers are involved in decisions to place their child on the SEND Register.</li> <li>• Parents &amp; Carers are invited to attend workshops/ access resources re: supporting their children at home, e.g. Parenting Workshops, The Incredible Years.</li> <li>• Parents/Carers are encouraged to speak to the Class Teacher/SENDCO about any concerns they have regarding their child's additional needs or provision in addition to formal meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents &amp; 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.</li> <li>• Parents' views are an integral part of TAC (Team Around the Child) and Multi Agency meetings.</li> <li>• Parents &amp; Carers are supported when meeting with a range of partner agencies/professionals with their role being fundamental to ensure engagement with support. Parents are encouraged to bring support to meetings if they want to, such as another relative, friend or a formal advocate through the Parent Carer Cornwall Service.</li> <li>• Documentation is presented in a format that is accessible to individual Parents &amp; Carers.</li> </ul>

### 3. The curriculum




Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• Our broad and balanced curriculum is designed to ensure full inclusion for all pupils.</li> <li>• The curriculum is adapted to cater for a wide range of needs and learning styles.</li> <li>• Skills are developed through a creative, cross-curricular approach which includes outdoor learning, educational visits and residential.</li> <li>• Whole school use of Read, Write Inc. to ensure that all children receive high quality phonics teaching.</li> <li>• ‘Teach, Learn, Challenge, Understand’ based on White Rose structure and Grammarsaurus resources is used to ensure consistency in Maths teaching.</li> <li>• Sailing lessons, swimming and music lessons offered to certain year groups.</li> <li>• Accelerated Reader is used from Yr1-6.</li> <li>• Regular assessment ensures all children receive the teaching they require whatever their ability.</li> <li>• Multisensory approach used, e.g. visual, auditory and kinaesthetic.</li> <li>• Half termly Provision Mapping and Termly Data Meetings between Headteacher (Assessment Lead) / AHT and SENDCo and Class Teachers, which ensure pupils’ needs are met leading to the implementation of specific interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Groups of children may be given extra group support by a Teaching Assistant or Teacher within class.</li> <li>• Intervention is bespoke and led by pupils’ needs.</li> <li>• Small group interventions include:               <ul style="list-style-type: none"> <li>- Speech and Language Therapy</li> <li>- Pre-teaching of vocabulary</li> <li>- RWInc</li> <li>- Penpals Handwriting</li> <li>- Socially Speaking</li> <li>- Lego Therapy</li> <li>- Fun Fit (gross motor skills)</li> <li>- Fresh Start Phonic</li> <li>- Silver Stories</li> <li>- -Bookmark</li> </ul> </li> <li>• Dyslexia Screenings to identify specific learning needs and results shared with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised curriculum to meet pupils’ learning styles and interests through individual support in class.</li> <li>• ASD Champion provides strategies and support.</li> <li>• Advice and support from partner agencies on how to adapt the curriculum to meet individual pupils’ specific needs.</li> <li>• Targets for individuals are devised collaboratively by SENDCo, Class Teachers and relevant partner professionals e.g. E.P, SALT, School Nurse</li> <li>• Individual interventions include:               <ul style="list-style-type: none"> <li>- Speech and Language Therapy</li> <li>- TIS Sessions</li> <li>- Precision Teaching</li> <li>- One to One Phonics Tuition</li> <li>- Play Therapy</li> <li>- Occupational Therapy programmes</li> <li>- Physiotherapy programmes</li> <li>- Draw &amp; Talk</li> <li>- Play Therapy</li> <li>- Touch Typing</li> </ul> </li> <li>• TAC (Team Around the Child) and Early Support meetings review areas of difficulty and support required.</li> </ul>

<ul style="list-style-type: none"><li>• <i>Equipment accessible to all, e.g. writing slope, pencil grips, fiddle toys, wobble cushion.</i></li></ul>		<ul style="list-style-type: none"><li>• <i>Access Arrangements in place in line with DfE guidance</i></li><li>• <i>In exceptional circumstances pupils can be disapplied from subjects and assessments</i></li></ul>
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## 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 
<ul style="list-style-type: none"> <li>• Lessons are carefully planned and adapted to ensure the range of abilities, learning styles and interests are catered for.</li> <li>• A range of pedagogical approaches and resources are used to meet the needs of all learners.</li> <li>• Learning methods and relevant learning points are displayed on working walls.</li> <li>• Pupils work in ability groups, friendship groups, pairs and independently.</li> <li>• All children are given feedback on their learning, with guidance on how to move their learning forward through regular feedback and symbols in marking.</li> <li>• Pupils are given opportunities for self-assessment and peer assessment.</li> <li>• Whole School Behaviour Policy embedded consistently across the school.</li> <li>• Excellent outdoor learning environments</li> <li>• Skills are developed through a creative, cross-curricular approach which includes outdoor learning, educational visits and residential visits.</li> <li>• Homework tasks set to support learning the basic principles of reading and number.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff (Teachers and Teaching Assistants) work closely together to ensure pupils with additional needs receive targeted support.</li> <li>• Half termly Provision Mapping and Termly Data Meetings between Headteacher (Assessment Lead) / AHT and SENDCo and Class Teachers, which ensure pupils' needs are met leading to the implementation of specific interventions.</li> <li>• Children requiring additional support are identified on our Insight, showing what type of support is needed and the intended outcomes of this.</li> <li>• Teaching Assistants/ Class Teachers/ SENDCo work with small groups to             <ul style="list-style-type: none"> <li>- pre-teach vocabulary</li> <li>- facilitate learning</li> <li>- ensure greater understanding</li> <li>- foster independence raise self-esteem and confidence</li> </ul> </li> <li>• Alternative recording systems, e.g. laptops, ipads.</li> <li>• Coloured /laminates/pens/paper available for children to use.</li> <li>• Pencil grips, ergonomic pencils, training scissors, writing slopes, large keyboards, wobble cushions, sensory baskets, fidget toys and chewellery are all available to use within classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly individualised learning tasks to meet individual needs.</li> <li>• Staff are provided with advice and support from partner agencies on how to adapt teaching to meet individual pupils' specific needs.</li> <li>• Specialist training is sought for staff support for pupils who require more bespoke support, e.g. those with complex needs, physical disabilities, sensory needs, visual impairment, et</li> <li>• Individual interventions for pupils with specific needs e.g. Braille</li> <li>• Learning Journal, such as Tapestry, are used as an alternative method of tracking pupil progress.</li> <li>• Individual Behaviour Plans implemented.</li> <li>• 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.</li> </ul>

## 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"> <li>• Adults model learning tasks clearly so pupils can work independently.</li> <li>• Tasks are scaffolded so that pupils can complete them independently.</li> <li>• Resources are clearly labelled and easily accessible.</li> <li>• Each class room has current working walls.</li> <li>• IT further supports independent learning.</li> <li>• Consistent routines and behaviour expectations.</li> <li>• Responding to feedback encourages pupils to independently address next steps in their learning.</li> <li>• PSHE curriculum covers aspects of self-help and independence.</li> <li>• Our Assemblies teach children how to keep themselves safe and about rights and responsibilities.</li> <li>• Behaviour Agreement encourages children to be independent by rewarding independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>• When supporting in class, Teaching Assistants are committed to promoting independent learning.</li> <li>• Pupils with additional needs have access to individual resources to support them, e.g. visual timetables, fiddle toys, prompt cards, learning mats, coloured overlays.</li> <li>• Group interventions promote independent learning by targeting pupils' specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication aids, e.g. PECS, photo prompts, personalised visual timetables.</li> <li>• Intimate Care Plans and Risk Assessments, following advice from partner professionals, aim to develop pupils' independence.</li> <li>• Individual behaviour targets promote self-help skills.</li> <li>• 'Draw and talk' intervention encourages pupils to recognise and address their own emotional needs.</li> <li>• 1-1 Play Therapy Sessions, where play is used as a means of helping children express or communicate their feelings.</li> <li>• 1-1 time with our TIS Practitioners empowers children to express and communicate their feelings and needs.</li> </ul>

## 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 
<ul style="list-style-type: none"> <li>• Positive learning environments and staff-pupil relationships ensure pupils have a trusted adult they can talk to.</li> <li>• Pupils' issues are dealt with effectively and clear records kept.</li> <li>• Whole School Assemblies focus on physical and mental health where pupils are reminded that they can talk to any adult about any worries or concerns.</li> <li>• PSHE lessons which also include RSE (relationships and sex education) and drugs and alcohol awareness.</li> <li>• Routine NHS hearing and eyesight tests are carried out in KS1 and children are also weighed and measured in EYFS and Y6.</li> <li>• EYFS children receive fluoride application and dental care advice for them and their parents from the Brighter Smiles programme.</li> <li>• EYFS and KS1 children have free fruit available to them and the opportunity to have a free school meal.</li> <li>• Healthy Schools Status achieved.</li> <li>• A variety of after school clubs and holiday clubs offered to all pupils.</li> <li>• Y5/6 pupils take part in Bikeability programme.</li> <li>• Key staff are Paediatric First Aid &amp; First Aid trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group interventions focus on developing pupils' self-esteem, social skills, life skills, and regulating emotions.</li> <li>• 'Draw and Talk' intervention enables pupils, who are having difficulties, to express their emotions</li> <li>• Social stories used to help pupils understand specific social situations.</li> <li>• Vulnerable pupils able to take time out in a quiet space at break and lunchtimes.</li> <li>• Parenting support for families that require support in ensuring their children's emotional needs are met.</li> <li>• Fun Fit develops all aspects of pupils' physical development as well as supporting mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• TAC (Team Around the Child) and Early Support meetings focus on pupils' and family emotional wellbeing.</li> <li>• Bereavement counselling offered for children that have suffered loss.</li> <li>• 1-1 Play Therapy Sessions: play is used as a means of helping children express / communicate feelings.</li> <li>• Individual Health Plans for pupils with specific health needs and/or intimate care needs, devised by medical professionals to support school staff in managing medical needs.</li> <li>• Boxall Profile or SDQ used to assess pupils' emotional development needs and necessary interventions are implemented.</li> <li>• 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            Action For Children            ASDAT            Social Care            Family Workers</li> </ul>






## 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 
<ul style="list-style-type: none"> <li>Starting the school day with a breakfast bagel provides opportunities for peer interaction.</li> <li>Talk partners/ perfect partners encourage positive interaction with peers.</li> <li>Smart School Council representatives play an active role in leading school development and ensure all pupils' views are heard.</li> <li>'Celebration of Achievement' Assemblies present awards to pupils that have carried out duties/responsibilities effectively.</li> <li>All pupils attend and take part in whole school events, e.g. Nativity / Carol Singing, Harvest, Easter, Sports Day, fund raising, etc.</li> <li>A variety of extra-curricular clubs are available for all ages.</li> <li>Range of resources available at lunchtime.</li> <li>All pupils share enriching experiences of school trips and visitors.</li> <li>KS2 pupils have the opportunity to attend residential experiences.</li> <li>Pupils have the opportunity to take part in cluster competitive sports.</li> </ul>	<ul style="list-style-type: none"> <li>Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions.</li> <li>Social stories are used to develop understanding of social situations.</li> <li>'Draw and Talk' intervention enables pupils, who are having difficulties, to express their emotions.</li> <li>'Fun Fit' encourages a positive transition from home to school as well as helping to remain regulated throughout the school day.</li> <li>'Lego Therapy' encourages positive social interactions and self-esteem.</li> <li>Support Staff in the playground at break time and lunchtime encourage participation in activities such as skipping, ball games, imaginary play or direct towards other activities to facilitate social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Social and Therapeutic Stories are used to support pupils who find appropriate social interaction challenging.</li> <li>SENDCo is a qualified Therapeutic Play Skills Practitioner and 2 staff are trained TIS Practitioners who work with individual children to develop social skills.</li> <li>Vulnerable pupils encouraged and supported to attend extra-curricular clubs, including after school clubs and holiday clubs (supplemented by School PP and SP funding).</li> <li>Reasonable adjustments are made to activities to ensure participation of all pupils.</li> <li>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.</li> <li>Our Autism Champion ensures pupils with social communication difficulties have plenty of positive social interaction opportunities.</li> </ul>

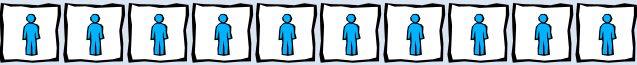


## 8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• All areas of the school are accessible to all pupils, including those with physical disabilities. There are ramps and lifts in place where required.</li> <li>• Appropriately sized tables, chairs, furniture, and touchscreens for all to access.</li> <li>• Portable devices (laptops, tablets, and iPads) ensure all pupils access learning and have alternative recording methods.</li> <li>• Pupils feel safe in an environment where bullying is almost non-existent and incidents are dealt with swiftly and thoroughly.</li> <li>• Whole School Behaviour Agreement is robust with clear rewards and consequences.</li> <li>• All areas of the school are safe and promote learning.</li> <li>• Classrooms are calm and organised with clearly labelled resources.</li> <li>• Displays are clear and clutter free to promote independent learning and learning environment accessible to all.</li> <li>• All pupils have access to our Trim Trail.</li> <li>• Learning walks carried out at the beginning of each Term with focus on learning environments that are accessible to all.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are offered a quiet space at break and lunchtimes.</li> <li>• Quiet areas are available in or near all classrooms for pupils who may need to access them</li> <li>• Fun Fit develops all aspects of pupils' physical development as well as supporting mental wellbeing.</li> <li>• Pencil grips, ergonomic pencils, training scissors, writing slopes, wobble cushions, sensory blankets, fidget toys and chewellery are all available to use within classrooms.</li> <li>• Support Staff in the playground at break time and lunchtime encourage participation in activities such as skipping, ball games, imaginary play or direct towards other activities to facilitate 'Active Play'.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Specialist equipment for pupils with physical disabilities ensures their independence e.g. Prodigy.</li> <li>• Disabled toilets and lifts are available.</li> <li>• A number of adults are 'PRICE' trained.</li> <li>• 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.</li> <li>• Reasonable adjustments are made to activities to ensure participation of all pupils.</li> </ul>

## 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"> <li>● Reception pupils:               <ul style="list-style-type: none"> <li>- EYFS Teacher visits children at their pre-schools</li> <li>- Pre-school children visit for story sharing, and stay and play sessions</li> <li>- EYFS Team offer introductory phone meetings</li> <li>- Parent Open Evening for parents/carers of new Reception children</li> </ul> </li> <li>● All pupils (including new Reception) spend time in their new classes in the Summer Term prior to their transition to the next year group.</li> <li>● Transition meetings between staff to share invaluable pastoral and attainment information about pupils.</li> <li>● English, Maths and Wider Curriculum books and assessment data passed on to new teachers.</li> <li>● Strong links with local secondary school and thorough transition programme for Year 6s:               <ul style="list-style-type: none"> <li>- Termly theme based taster days</li> <li>- Head of Year 7 or SLT visit our pupils for Q&amp;A session</li> <li>- Pupils visit their new secondary school in Summer Term prior to their transition in September.</li> </ul> </li> <li>● Cluster events at local secondary school for all KS2 pupils: competitive sports, discos etc.</li> <li>● New pupils invited for a tour of the school and half day visit in their new class.</li> </ul>	<ul style="list-style-type: none"> <li>● SENDCo shares information about pupils with SEND with teachers.</li> <li>● Transition meetings between support staff re: pupils' needs and effective strategies.</li> <li>● 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.</li> <li>● Transition meetings with secondary school SENDCo and Designated Safeguarding Lead re: pupils' needs.</li> <li>● Transition meetings with pre-school SENDCo and Designated Safeguarding Lead.</li> <li>● Transition meetings between support staff re: pupils' needs and effective strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Additional individual visits for pupils with complex needs accompanied by a Teaching Assistant.</li> <li>● Advice sought from other agencies to support individual pupils with transition to secondary school.</li> <li>● SENDCo attends pre-school children's TAC/Early Support/SEND Review meetings.</li> <li>● Secondary school SENDCo invited to attend Year 6 pupils SEND review meetings.</li> <li>● Meetings with parent/carers to discuss pupils' individual needs.</li> <li>● Multi-agency transition meetings.</li> <li>● Signposting given to parents regarding secondary placements/choices.</li> </ul>

## 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"> <li>• SENDCo is an experienced teacher and part of the Senior Leadership Team</li> <li>• SENDCo has completed the National Award for SEN Qualification and is also a qualified Therapeutic Play Skills Practitioner.</li> <li>• The SENDCo attends Cluster, Trust and Local Authority network meetings.</li> <li>• Staff trained in Prevent, Safeguarding, Barnardos Domestic Abuse and TIS</li> </ul>	<p>Number of staff trained in:</p> <ul style="list-style-type: none"> <li>-PRICE</li> <li>-Paediatric first aid</li> <li>-Read, Write, Inc</li> <li>-One To One Phonics Tutoring</li> <li>-Funfit</li> <li>-Draw &amp; Talk</li> <li>-Phonological Awareness</li> <li>-Precision Teaching</li> <li>-Toe By Toe</li> <li>-Lego Therapy</li> </ul> <p>A TA trained as our Autism Champion.</p> <p>A TA qualified as our TIS Practitioners</p> <p>A TA trained as our Bereavement Champion</p>	<p>Some staff are trained in:</p> <ul style="list-style-type: none"> <li>-Speech &amp; Language Therapy</li> <li>- Selective Mutism</li> <li>- Complex Communication Needs</li> <li>-Visual Impairments</li> <li>-Basic Braille &amp; Touch Typing</li> <li>-Hearing Impairments</li> <li>-Therapeutic Play Skills</li> <li>-Sensory Processing Needs</li> </ul> <p>Staff are offered Supervision sessions hosted by TIS</p> <p>SENDCo has attended the Local Authority SEND Panel and 'Work, Rest &amp; Play, The Sensory Way'.</p>

## 11. Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do (in brief)</b>	<b>Contact details</b>
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 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.	01872 323104
CLEAR Counselling Service	Enable children and young people having experienced an abusive relationship to flourish within a therapeutic setting.	01872 261147
Dreadnoughts	Dreadnoughts is a service that offers counselling for any children with emotional, physical or behavioural needs.	01209 218764
Cognition and Learning Team	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs	cognitionandlearning@cornwall.go.uk
Early Help Hub	The Early Help Hub is the single point of access for council and community-based health Early Help services for children, young people and families in Cornwall. This is the point of contact for advice and requests for support for a child or young person who: <ul style="list-style-type: none"> <li>• May have additional needs that cannot be met solely by universal services and;</li> <li>• Where there is no perceived risk of significant harm.</li> </ul>	01872 322277
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.	01209 615650
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.	01872 322963
Family Workers	Provide support to families in establishing routines, behaviour management, finances, housing, parenting programmes and signposting to other services.	01872 322972
Hearing Support Service	Assess the needs of children with hearing difficulties. Provide support and advice to staff and parents/carers.	01726 61004

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.	0300 1234 101
Paediatrician	Assess the needs of children with suspected or diagnosed medical needs. Provide support and advice to staff and parents/carers.	Liz Taylor Medical Secretary 01872 254514
Parent Carers Cornwall	Provide free groups and courses for parents/carers of children aged 0-19 years with some of the challenges of being a parent.	07973 763332
Penhaligon's Friends	Provide support to children who have suffered bereavement. Provide advice to parents/carers and staff.	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.	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.	01872 322277
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.	Existing referrals- 01872 221400 New referrals - 01872 322277
SEN Assessment and Provision Team	Carry out the process of Statutory Assessment and maintaining EHCps for children with Special Educational Needs. Provide advice and guidance to ensure a child's special educational need is appropriately identified and met.	01872 324242
SENDiASS	Parent Partnership provides independent, impartial, confidential, and free guidance and information to parents and carers of children with special educational needs, so they can make informed choices about their child's education.	01736 751921
Speech and Language Therapy Service	Assess pupils' individual needs, provide and assist in the implementation of specific SALT programmes.	01208 256262
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.	Vision.support@cornwall.gov.uk

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
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## 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 Developmental Journal- 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
- Data Meetings
- Pupil Conferencing

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
- 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 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 closely so that additional needs can be identified as early as possible and discussed with parents/carers. Pupil progress and provision mapping meetings between the Headteacher, Assessment Lead, SENDCo and class teachers take place every half-term and intervention adjusted accordingly. We have an open door approach to provide parents/carers with opportunities 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 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 our PSHE materials, 'draw and talk' intervention, Play Therapy, TIS, 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 adapt 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: 21/05/2024

To be reviewed: April 2025