

Fowey Primary School

Special Needs and Disability (SEND) – Our Local Offer



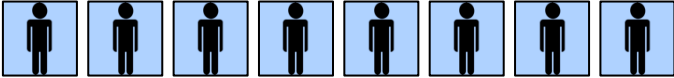
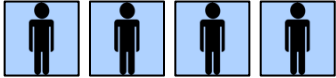

Our school is a happy, open, well-motivated learning community. We seek to maintain this with children central to the plan. By working collaboratively we aim to ensure that all children's life chances are enhanced, with the intention that they will become independent, thoughtful and resilient lifelong learners through our inclusive approach.

We encourage all children, whether they have profound learning or physical disabilities or are gifted and talented, to reach their full potential. We treat every child as an individual, carefully monitoring the progress they make. At the end of their time with us, we hope that the school will have played a major part in helping the children to be self disciplined, keen to learn and well educated. We are a school that combines challenge and excitement with security and care.

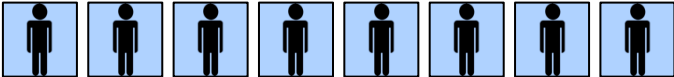
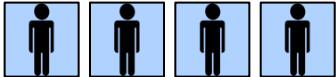

Link to relevant associated policies – <http://www.fowey-ji.cornwall.sch.uk/website/policies>

Name and contact details of the Special Educational Needs and Disabilities Coordinator Maria Barnes on 01726 832542 or email mbarnes@fowey.sch.org

1. Listening to and responding to children and young people

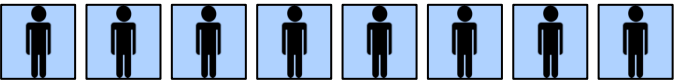
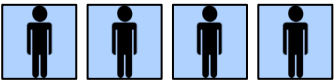

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued • School Council – 2 representatives from each class • All pupils have a ‘Learning Partner’ • Pupil questionnaires • Pupils involved in staff recruitment process • Pupil conferencing allows pupils to voice their own perceptions regarding their learning 	<ul style="list-style-type: none"> • Pupils attend and contribute to Planning and Review Meetings • Pupils with SEND are included in all aspects of the universal offer 	<ul style="list-style-type: none"> • Pupils complete an ‘All About Me’ document • Pupils views are sought as part of the assessment, planning and review progress meetings

2. Teaching and learning

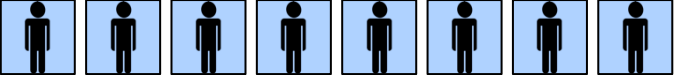
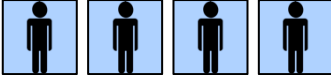

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> • A whole school monitoring cycle ensures quality first teaching in all classes • All classes have half termly curricular learning goals • All pupils have personal learning goals which are discussed and updated regularly • Ongoing assessments inform future planning • Lessons are carefully planned and use multi-sensory strategies to meet individual needs • Lessons include regular progress checks and different learning styles • Whole school marking policy ensures pupils' work is marked regularly and pupils are given time to respond to any comments • Peer and self assessment takes place regularly • Individual pupil conferencing half 	<ul style="list-style-type: none"> • Interventions are monitored by Senior Leaders • Assess, Plan, Do, Review Cycle of Support • Individual Pea Pod targets reviewed weekly with pupil and class teacher • Interventions are monitored by Senior Leaders • SEND Coordinator monitors learning of pupils on the Record of Need • SEND Coordinator analyses SEND progress data half termly and this informs provision • Pre-learning • Alternative methods of recording 	<ul style="list-style-type: none"> • 1:1 intervention – e.g. Maths • Now and Next Boards • Individual Speech and Language targets • Use of Task board to assist working memory • Coloured overlays • Spot timer

<p>termly</p> <ul style="list-style-type: none">• Pupil Progress meetings to review progress• Analysis of pupil progress data is undertaken half termly by Senior Leaders and this informs provision• Internal and cross school moderation of pupil work• Differentiated homework tasks provided• The indoor and outdoor class environments are used to enhance teaching and learning• Teaching Assistants are used in all classes to support academic and emotional needs		
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3. Self-help skills and independence

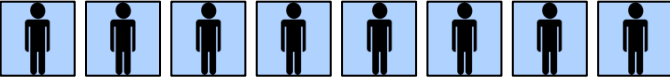
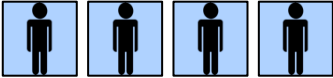

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> Resources are labelled and accessible to pupils in all classrooms Success criteria displayed in all classrooms All classrooms have Working Walls for English and Maths All classrooms display learning goal exemplars to show what needs to be done to move learning onto next level Visual timetable Smart boards in each class Access to laptops Learning differentiated appropriately Child initiated learning encouraged to move learning on Shared ownership of learning All classrooms promote and use a self help toolkit Class monitors to promote responsibility and independence 	<ul style="list-style-type: none"> Pupils have access to personalised equipment to help them learn such as talking tins, timers and overlays Pupils have access to word lists Pre-teaching of strategies and vocabulary Key text enlarged where necessary 	<ul style="list-style-type: none"> Specialised equipment e.g. writing slope; pencil grip Access to disabled toilet Learning Passport

4. Partnership with parents/carers and professionals

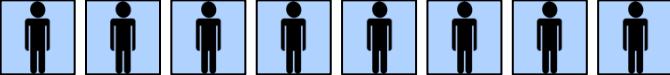
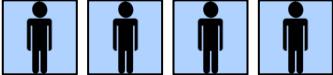

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> • Each class has at least one parent representative • Parent representatives attend a termly Parent Voice Group meeting with the Headteacher • Parents/Carers are included on the Governing Body • Parents'/Carers' views are obtained through annual questionnaires • Parents/Carers are invited to termly Parents' Evenings to discuss child's learning goal and progress • Annual Pupil Report to parents detailing child's progress and next steps • The school website is regularly updated with news and information for all parents/carers • Class newsletters sent out to Parents /Carers termly • Three class topic webs sent to parents termly 	<ul style="list-style-type: none"> • Parents are invited to attend and contribute to Planning and Review Meetings • Regularly inform parents about attendance • Number of staff have attended Learning Language and Loving it 	<ul style="list-style-type: none"> • Parents/Carers attend and views are sought at all Annual /6-monthly Statement /EHCP reviews • Parents/Carers attend and views are sought as part of the APDR cycle • Parents/Carers attend and views are sought as part of the Team Around the Child (TAC) process • Parent/Carers are supported in liaising with other agencies including: Educational Psychologists, Occupational Health SALT ASD Team Teacher for the deaf Vision Support Team School Nurse Targets and strategies from other professionals are implemented

<ul style="list-style-type: none">• E-mailing service keeps parents/carers informed of dates, achievements, forthcoming meetings etc.• Grab a Grown Up <i>Lunch 'n' Learn</i> event termly• Parents/Carers are invited to class assemblies• Parent/Carer volunteers encouraged• Every pupil has a Home/School Liaison book• Parents/Carers are invited to attend information sessions – ‘How to support your child at home’• Open door policy• Parent/Carers informed of weekly class SPG focus via homework folder• Parent/Carers have access to weekly word lists• Parents/Carers are encouraged to contribute to EYFS learning journeys throughout the year		<p>into class</p> <ul style="list-style-type: none">• Home/school communication book
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5. The curriculum

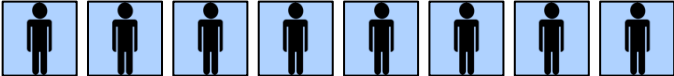
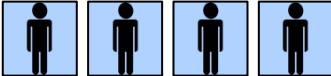

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> • All pupils, regardless of their abilities and/or additional needs, have full access to the curriculum • Use the Inspire Curriculum to support the delivery of new 2014 National Curriculum and Abacus Active Learn used to support Maths teaching • Infants use Giant Phonics programme based on Letters and Sounds approach • Assessments are used to identify pupils who require interventions • Wide variety of extra curricular activities and afterschool clubs available e.g. Gardening, Tag Rugby, Eco-Team and Drama • Regular class visits to support curriculum • Wednesday Workshops provide opportunity for curriculum enrichment and pupils working in mixed age groups 	<ul style="list-style-type: none"> • Interventions are needs led • The progress of pupils taking part in intervention groups is measured at least half termly • Interventions are reviewed as part of the Assess, Plan, Do Review Cycle • Small group interventions include: <ul style="list-style-type: none"> ○ Maths Skills ○ Y5/6 Targeted small group maths ○ Gifted Maths Group ○ Gifted Literacy Group ○ SPG group ○ Social skills group ○ Key Stage 2 phonics ○ Targeted reading buddies 	<ul style="list-style-type: none"> • Individualised learning programme • Fun Fit, Top to Toe • Pupils with SEND may access the curriculum with adult support • Rapid Reading (KS2 pupils) • Rapid Phonics (KS1 pupils) • 1:1 tuition

6. Health, wellbeing and emotional support

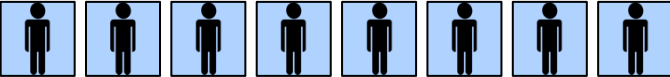
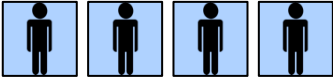

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> • PHSE lessons include all pupils • Year 5/6 Peer Mediators • Year 5/6 Play Leaders • Organised lunchtime active activities • Friendship Stop • Risk assessments in place • Pupils know who to go to if they have a concern • After school clubs • Daily Wake and Shake sessions • Healthy Schools Plus award • Positive behaviour policy adhered to by all • Weekly Celebration Assembly • Displays around the school to celebrate children's achievements • Golden letters • Positive phone call home • Golden coins awarded by Teaching Assistants linked to weekly focus e.g. kindness, resilience and listening to others 	<ul style="list-style-type: none"> • Small group intervention targeting social skills and self esteem • Sports Premium funded targeted group intervention • Lunchtime Nurture Group • Quiet zone 	<ul style="list-style-type: none"> • Access to School Nurse Service • Medical Care Plans in place • TACs, Early Support Meetings and reviews are supported by multi-agency professionals • Individualised intervention e.g. Anger management; feelings/emotions • Designated Learning Mentor available • Support from external agencies • Additional support for individuals as appropriate: <ul style="list-style-type: none"> ○ CLEAR ○ Penhaligon Friends <ul style="list-style-type: none"> - Nurture Group - Young Carers ○ CAMHS ○ Social Care ○ SALT • 1:1 break/lunchtime support

<ul style="list-style-type: none">• Weekly Good Manners award given by Kitchen staff• EYFS/Y6 Buddies• First Aid workshop available for pupils• Lunchtime club• Weekly safeguarding staff meeting agenda item• Y6 Bikeability• KS2 RNLI visit - Beach Safety		<ul style="list-style-type: none">• Named lunchtime supervisors for an individual child where necessary
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7. Social interaction opportunities

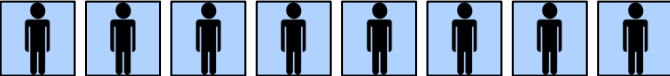
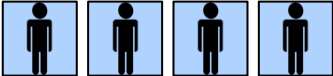

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> • All pupils belong to a mixed age house group • Sports fixtures with other schools • Member of St Austell and District football and netball league • Member of Mid-Cornwall Sports Partnership • Regular educational visits • Whole school events e.g. Christmas play, Disco and Summer Fayre • All Key stage 2 pupils offered opportunity to attend annual school camp • Y6/EYFS Buddies 	<ul style="list-style-type: none"> • Gifted and Talented workshops with other schools 	

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

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<ul style="list-style-type: none"> • All staff and visitors wear identification badges • A positive Behaviour policy is in place and adhered to by all • All areas of the school are accessible to everyone including those students with disabilities • All classrooms are accessible for wheel chairs • Visitors access during the school day through the main entrance • There is a Designated Safeguarding Lead and Deputy as well as a named Child in Care teacher • Teacher on duty before school • Pupils feel safe and in an environment where there is virtually no bullying • There are named qualified First Aiders • Access to the school nurse • Dietary needs met by kitchen • Resources are clearly labeled and 	<ul style="list-style-type: none"> • Number of staff have attended specialist healthcare training (e.g. epi-pen and asthma) 	<ul style="list-style-type: none"> • Disabled toilet facilities • Changing facilities • Table writing slopes • Individual 'Time Out' area available • Implementation of Individual Health Care Plans

<p>accessible to pupils</p> <ul style="list-style-type: none">• Visual timetables in every class• Outdoor learning areas including class gardens, Amphitheatre and wild life area		
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9. Transition from year to year and setting to setting

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<ul style="list-style-type: none"> • In school class transition days held in July • Secondary school transition meetings held in July • In school parents/carers invited to attend 'Tea and Talk' providing the opportunity to meet the new class teacher • Transition meeting held with Pre-School • Summer Term EYFS practitioners visit pupils in pre-school settings • Parent/Carer information meeting for new EYFS intake held in Summer Term • Home/school visit by class teacher and teaching assistant offered to all parent/carers for new EYFS intake in Summer Term • Transition sessions for new EYFS intake in July • Taster days for all Y6 pupils at 	<ul style="list-style-type: none"> • SEN files passed on to class teacher and next school • Pupils identified as possibly struggling with transition may have additional organised visits to Secondary School 	<ul style="list-style-type: none"> • Secondary school SEND Coordinator invited to Y6 Annual Reviews and TAC meetings • Photos of new staff, classroom etc. sent home in Summer Holidays for parents to use to familiarise pupil with changes

Secondary schools • Year 6 pupils attending Fowey River Academy transfer mid July		
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychologist	The Educational Psychologist supports our school in understanding areas of SEN and works alongside the school in helping to support children in need.	Referrals can only be made through school, however there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
Speech and language therapist	The speech and language therapist works alongside our school to support children with any speech and language needs.	Via school or GP
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Via school or GP Further information: http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	Via school or GP http://www.schoolnurseteamcornwall.org/
Teacher of the Deaf	Support pupils with hearing impairment.	Via school or GP
Vision Support Team	Support pupils with vision impairment.	Via medical professional such as orthoptists and ophthalmologists.
Occupational Health	Support pupils in developing a suitable physical environment.	Via school or GP

CLEAR	CLEAR is a registered charity (No 1128689) providing a range of therapeutic services for children and young people who have experienced or been linked to abusive relationships.	Via school, CAMHS, Health, Social Work or Self Referrals
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Any questions: If you have any questions about our school offer, please don't hesitate to contact us on 01726 832542 or email us at: mbarnes@fowey.sch.org

Answers to frequently asked questions

1. How does your school know if children/young people need extra help?

All class teachers regularly assess and monitor the progress of the children in their class. If a class teacher has concerns about the progress of a child (academically, emotionally or socially) then they will speak to the SENDCO and action will be decided from there. You and your child will be involved in this process.

If you are concerned about your child's progress or any other difficulties they may be experiencing please talk to their class teacher.

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

In the first instance please talk to the class teacher. Appointments can also be made to see the SENDCO.

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

Class teachers are responsible for the children in their class, with support from the SENDCO if necessary. All staff will work in partnership with the child's parent/carers to help them achieve their full potential.

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

The curriculum will be differentiated to meet the needs of all learners. This may be by children having different work to do, having a different expected outcome, extra resources or extra adult help in class.

5. How will school staff support my child?

This will depend on the needs of your child. It may be through different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow children to work independently.

6. How will I know how my child is doing and how will you help me to support my child's learning?

Your child will receive an annual school report and there are termly parents' evenings. You are also free to make an appointment to see your child's class teacher or the SENDCO at any time. They will be able to discuss with you how your child is doing and how you can support them.

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

Your child's safety is our first priority. We have various policies in place such as anti-bullying and child protection/safeguarding. We have a number of members of staff who are trained in first aid – please ensure that the school is made aware of any health needs that your child has. There is also secure access to the school.

8. What specialist services and expertise are available at or accessed by your school?

All class teachers have experience of teaching children with additional needs. We have team of experienced and dedicated teaching assistants who have experience of working with children with a wide range of needs such as autism, moderate and severe learning difficulties, sensory needs, speech and language and behavioural and emotional needs. If necessary, appropriate training and advice from outside agencies can be sought.

9. How accessible is the school environment?

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

10. Who can I contact for further information?

The school's SENDCO – Maria Barnes

11. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

Please feel free to talk to Maria Barnes or Chris Wathern if you have any concerns.

12. How is your local offer reviewed?

The school offer will be reviewed at least once a year with consultation from children, parents and school staff and governors.