

# South Petherwin Primary School Special Needs and Disability (SEND)

At South Petherwin School, we are committed to providing an exciting and stimulating learning environment that meets the individual needs of all children and ensures the highest levels of inclusion and achievement. All members of this school community - children, teaching and support staff, parents, governors and the wider community - are committed to developing and including every child, equipping them to contribute positively to the future by providing opportunities for all learners to fulfill their potential. In order to achieve this, many steps are taken to support pupils in their learning. Quality teaching is vital. However for some children, there are occasions when further support may be needed to help them reach their targets. In such circumstances, the type of support required will be identified through assessments made within school, and in some cases, by professionals from external agencies. An individualised programme of support is then put in place, consisting of a cyclical process of planning, implementation, review and re-assessment.

Our local offer details the provision that we provide within the school and the services that we access in order to make the best endeavours to meet the needs of all our pupils, including those with additional needs and disabilities. This school offer outlines our provision for children with SEND and the links below will allow you to access the relevant and required policies and plans.

Link to Special Educational  
Needs Policy

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Link to Equality and Diversity  
Policy

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Link to Access Plan

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Name of SENCo: Miss Jo Wills

School telephone: 01566 776363

## The levels of support and provision offered by our school

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

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• The views and opinions of all pupils are valued.</li> <li>• Pupil voice is represented through School Council and Learning Forums.</li> <li>• Pupil voice is heard through consultative topic planning across all year groups.</li> <li>• Pupils have the opportunity to share their opinions through evaluation of events and end of term reviews as part of class work.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND is represented at SLT level</li> <li>• Where appropriate, additional provision will be arranged in response to: Half termly tracking/school data Pupil premium</li> <li>• Children are involved in setting and reviewing their targets as part of the process of reviewing and updating Individual Provision Maps (IPMs).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are invited to give their views for formal review meetings as well as during the cyclical process of reviewing and updating Individual Provision Maps (IPMs).</li> <li>• Individual support will be dependent on age and need. We make best endeavours to take into account the views of individual children and parents</li> <li>• Pupil conferencing allows pupils to voice their own perceptions regarding their learning.</li> <li>• Pupils are supported through individual needs centred plan</li> <li>• Individual support will be carefully planned for with the aim of developing independent learning skills and/or self help skills</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>• The school makes best endeavours to work in partnership with all parents and carers</li> <li>• The parents/carers of all pupils are invited to parent consultations.</li> <li>• A yearly questionnaire takes account of parental views about the school</li> <li>• Pupil progress reports are sent home at the end of the academic year.</li> <li>• Parents have the opportunity to chat informally to their child's class teacher at the start and end of each school day, and can arrange a more formal meeting if required.</li> <li>• Parents have the opportunity to communicate via reading diaries and homework books.</li> <li>• Parental support advice is available through the Parent Support Advisors accessed through Cornwall's Local Offer.</li> <li>• Parents/Carers know exactly who to contact if they have any concerns.</li> <li>• The school website provides information about school provision and enables parents/carers to understand what their child is learning.</li> <li>• Parents are encouraged to join in with school trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are invited to contribute to their child's Individual Provision Maps (IPMs) in order to set new targets for their child.</li> <li>• SEN Co-ordinator is identified to parents and parents are able to contact school at any time about concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</li> <li>• Parent/carer's views are an integral part of TAC meetings and SEN reviews.</li> <li>• Home-school books are used to share information and successes.</li> <li>• Parents/carers can request individual meetings with Head teacher/ SENCo/Teachers</li> <li>• All documentation is presented in a format that is accessible to individual parents</li> <li>• Parents are supported in liaising with Outside agencies:-            Family Support            Educational Psychologists            ASD Team            Behaviour Support            School Nurse            Occupational Therapists</li> </ul>

### 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"> <li>• The curriculum is designed to ensure the inclusion of all pupils and teacher planning reflects this</li> <li>• All pupils, regardless of their ability and/or additional needs have full access to the curriculum.</li> <li>• The curriculum is delivered through topics that are developed with the pupils to enhance their interest in learning opportunities.</li> <li>• Each term has a “Wow Week” to develop opportunities for cross-curricular learning in a “real” context.</li> <li>• Skills are developed through a creative curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear intervention sessions are planned and delivered based on the specific needs of children in the class.</li> <li>• The progress of pupils taking part in intervention groups is measured on a regular basis.</li> <li>• Intervention programmes are adapted in light of pupil progress every term.</li> <li>• Assessments (including dyslexia testing/Thrive screening in EYFS etc.) are used to identify students who need specific interventions</li> <li>• Interventions are available and our pupils access to them is based on our tracking system</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate supported through individual needs centred planning, target and outcome setting</li> <li>• Pupils are supported in following their interests and activities regardless of their SEN and/or disabilities</li> <li>• Feedback between parents and school at the start and end of each day, both verbally and via a home-school book</li> <li>• Inclusion of interventions recommended by outside agencies which may include: Speech and language support Educational Psychologist Dyslexia service School Nurse Occupational Therapist. ASD Team</li> </ul>

## 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"> <li>• The whole school plans teaching and learning provision based on individual children's needs.</li> <li>• Lessons are carefully differentiated to ensure all children make appropriate progress at their level.</li> <li>• Teaching and learning is planned to meet the needs of the different learning styles of the children.</li> <li>• Differentiated learning objectives are displayed and discussed with the children for each lesson.</li> <li>• Children know how to meet their learning objective by following clear, differentiated success criteria.</li> <li>• Pupils' work is marked regularly so they know how to improve their work. A dialogue between teacher and pupil is evident in marking.</li> <li>• All pupils have differentiated targets for literacy and maths.</li> <li>• High expectations of learning behaviour are explicit throughout the school.</li> <li>• Literacy and numeracy are supported by pupil friendly learning walls.</li> <li>• A variety of technology is available to support teaching and learning.</li> <li>• All classes well supported by teaching assistants for both academic and emotional needs.</li> <li>• Teaching assistants model and explain effectively to enhance the children's learning.</li> <li>• Opportunities for self-assessment and peer assessment linked to targets and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and Learning Support Assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</li> <li>• Class Teachers/Learning Support Assistants work with small groups to: <ul style="list-style-type: none"> <li>Ensure understanding</li> <li>Facilitate learning</li> <li>Foster independence</li> <li>Keep students on task</li> <li>Assess progress</li> <li>Inform future planning</li> </ul> </li> <li>• Individual targeted questioning is used to scaffold learning</li> <li>• Time and support is given before responses are required.</li> <li>• Special test arrangements for Year 6 SATs (readers, scribes)</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided enabling independent learning.</li> <li>• One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, autism</li> </ul>

## 5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• Children are encouraged to be independent in their learning.</li> <li>• Children are encouraged to think for themselves when they find their learning activities challenging.</li> <li>• A range of resources are available for children to learn to select as appropriate in all classrooms eg “Help yourself” boxes.</li> <li>• Technology is available to aid independence.</li> <li>• All classrooms have a visual timetable displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down of tasks into smaller steps</li> <li>• Pupils have personalised equipment to help them to learn, such as talking tins, and timers.</li> <li>• “Help Yourself” boxes are available to encourage pupils to independently access supportive resources</li> </ul>	<ul style="list-style-type: none"> <li>• Individual visual resources.</li> <li>• Individual now and next boards.</li> <li>• We will ensure that our pupils who require a high amount of 1:1 support will have that support delivered by a number of different adults throughout the day/week. This will ensure our pupils build resilience and self-coping strategies to enable them to cope when and if a key Learning Support Assistant or their teacher is absent</li> <li>• A range of personalised resources will be available to support our pupils, such as:               <ul style="list-style-type: none"> <li>Personalised visual timetables</li> <li>Now and next planning boards</li> <li>Individual work stations (in and out of class, if appropriate)</li> <li>Individual behaviour support plans</li> <li>Individual care plans</li> <li>Sensory Activities</li> </ul> </li> </ul>

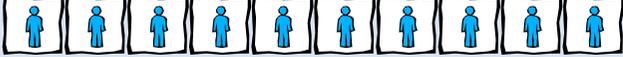
## 6. Health, wellbeing and emotional support

<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"> <li>• PSHE lessons are taught to all pupils through SEAL and “R” Time. “Thrive” is in the process of being introduced</li> <li>• Playground leaders support their peers.</li> <li>• Risk assessments are carried out regularly.</li> <li>• A wide variety of extra-curricular clubs are offered.</li> <li>• Weekly “Awards” assemblies and displays around the school celebrate children’s achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can access self-esteem and social skills small group activities where appropriate.</li> <li>• Where appropriate our pupils are encouraged to attend lunchtime clubs to develop a wider social circle and a range of interests</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies.</li> <li>• Individual Behaviour Plans and Individual Health Care Plans are devised as appropriate</li> <li>• Additional support can be requested through: CAMHS Educational Psychologist Social Care Family Support Services Behaviour Support Services (as required) ASD Team</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>• All pupils have opportunities for social interaction, regardless of need.</li> <li>• All children have opportunities to participate in whole school events such as House Sports Competitions</li> <li>• Pupils have speaking and listening opportunities such as show and tell, storytelling, circle time, pupil's assemblies and assemblies with visitors.</li> </ul>	<ul style="list-style-type: none"> <li>• Older students take the role of playground leaders to act as "buddies", encouraging younger children to become involved in a range of games</li> <li>• A "friendship bench" is provided in the playground as a place for pupils to seek companions; other children then invite them to play their games</li> <li>• All staff are encouraged to support the social interaction of students</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Additional support from outside agencies such as the ASD Team</li> </ul>

## 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"> <li>• All areas of the school are accessible to everyone including those students with SEND. (See link to Access Plan page 1)</li> <li>• Students feel safe and in an environment where there is zero tolerance of bullying and incidents are dealt with effectively.</li> <li>• There is a named designated child protection officer and deputy.</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• Children receive tokens as a reward and there is a robust system for sanctions.</li> <li>• Children have access to whiteboards, digital cameras, Netbooks and tablets.</li> <li>• Displays in the classroom assist learning and encourage interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Toilets are adapted by height.</li> <li>• Different sized chairs/tables are available.</li> <li>• There are named adults who are Team Teach trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialised equipment is used for children where advised by outside agencies.</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>• Meetings are held between the present and the next class teacher.</li> <li>• Transition sessions (“Move-up Days”) take place within new class.</li> <li>• Secondary School taster days are held and visits to the primary school are made by secondary school staff.</li> <li>• Transition from Pre-School takes place over several ‘learning together’ afternoons; the Reception teacher carries out home or nursery visits in the Summer Term.</li> <li>• Reception Class meet with the on-site pre-school for a weekly activity session throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• For pupils identified as possibly struggling with transition, additional visits can be arranged.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced transition to Secondary School (eg. additional visit) is arranged by the school to ensure a smooth transition.</li> <li>• The discussion about transition to secondary school is begun early through the TAC and Annual Review process.</li> </ul>

## 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: <a href="http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp">http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp</a>
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	Via school or GP
Occupational Therapists		Via school or GP
<b>Autism Support Team</b>	Provide support for children with autism, their families and schools.	<b>Katy Neve</b> Manager and Senior Educational Psychologist Department of Children, Schools & Families Sedgemoor Centre, Priory Road, St Austell. PL25 5AB <b>Tel:</b> 0300 1234 101/ 01872 323022
<b>Behaviour Support</b>	Support with all aspects of children's behaviours from the passive/ unresponsive to the overactive.	<b>Kate Flynn</b> <b>Tel:</b> 01208 72737

### Any questions:

If you have any questions about our school offer, please don't hesitate to contact us on 01566 776363 or email us at: [secretary@south-petherwin.cornwall.sch.uk](mailto:secretary@south-petherwin.cornwall.sch.uk).