

SEN INFORMATION REPORT



All children regardless of their gender, ethnicity, social background, religion, physical ability or educational needs are treated as valued individuals at South Petherwin CP School. This document gives families information about how children with special educational needs (SEN) are nurtured and catered for within our school in order to reach their full potential. We provide a range of educational programmes and pastoral support designed to help those children who are experiencing difficulty with accessing learning. These interventions are led by a dedicated team of teachers and support staff whose aim is to ensure that individualised programmes of learning lead to very good progress for all pupils.

If you would like further information, or a just a chat, please contact our SENCO: Jo Wills.

What is a special educational need?

There are a variety of reasons why a child might be identified as having SEN:

- They might have difficulties accessing age appropriate learning and will be making far less progress than expected. This is categorised as a mild learning difficulty (MLD)
- They might have a specific learning difficulty such as dyslexia, dyscalculia or motor co-ordination difficulties (SPLD)
- They might have Communication and Interaction difficulties. This may include Autistic Spectrum Disorders (ASD) and Speech Language and Communication Needs (SLCN).
- They might have social, emotional or mental health difficulties.
- They might have a sensory or physical impairment.

This document is designed to give parents and carers insight into the variety of ways that we cater for a child's individual special need.

School entitlement offer to pupils with additional needs

For all children at South Petherwin CP School who have an additional need we:

- Recognise that the family is the expert on their child and work closely with them.
- Deliver high quality teaching that is well differentiated to meet the needs of all pupils.
- Inform parents as soon as a child is identified as having an additional need in order to liaise closely with them.
- Create Individual Education Plans (IEPS) that identify small measurable targets so that children are progressed at an appropriate pace. These targets are reviewed regularly.
- Involve pupils, parents and key members of staff to help write and review IEP's.
- Write termly Provision Plans that outline how and when a child will be supported and identify members of staff involved in interventions.
- Constantly assess and review the learning of our SEN children in order to feed forward into planning and teaching.
- Hold review meeting for children with a higher level of SEN.
- Place support staff where they are needed throughout the school to support SEN pupils and scaffold their independent skills.
- Employ teachers, teaching assistants and higher level teaching assistants to work on targeted interventions with pupils.
- Have a Special Educational Needs Co-ordinator (SENCO) who can provide advice and guidance to teachers and support staff.
- Seek support and advice from outside agencies such as Speech and Language therapy and the Educational Psychology Service to ensure that barriers to success are identified and addressed professionally.
- Support access to teaching and learning for pupils with SEN and monitor this through the school's self-evaluation process.

- Offer support to families through our “open door” policy and parent meetings.
- Advise families of other services and organisations which can offer further advice and support via the Early Help Hub, 01872 322277
- Provide on-going SEN training for teachers and support staff.
- Liaise closely with other schools during periods of transition to ensure that all SEN information is shared. Pupil information from Early Years settings is communicated and pupils and parents are supported with key transitions and from Year 6 to secondary school.
- Ensure our school activities and trips are accessible to all SEN pupils.
- Provide a key worker for those children with a **higher level of additional need** or on an **Education Health and Care Plan (EHCP)**. The learning support assistant (LSA) will work on individual targets, support access to the curriculum, provide pastoral support and deliver targeted interventions.

Specific provision is provided for different areas of need. The table below outlines some of the type of resources, support and strategies used in our school.

Type of SEN	Support Provided in school
<p>Communication and Interaction Autism Spectrum Disorders (ASD) Speech Language and Communication Needs (SLCN)</p>	<p><u>ASD</u></p> <ul style="list-style-type: none"> • We use the expertise of our autism champion/assistant SENCo • We use visual timetables, when needed, to help children to understand what will happen and when. • We offer support and supervision at unstructured times of the day when appropriate e.g. break time and lunch time. • We use social stories to enhance social skills and build self esteem. • We offer individualised reward systems to promote engagement in learning. • We offer a variety of opportunities for children to be active during

	<p>structured teaching sessions through 5 minute desk exercises.</p> <ul style="list-style-type: none"> • We provide time out areas for periods of stress or anxiety. • We use resources such as stress balls to reduce anxiety and communication cards to explore emotions. • Support is given during times of stress and anxiety and staff work on providing children with coping mechanisms. • Efforts are made to present consistent, systematic teaching through visual methods. • ICT is used as a method to enhance learning. • We access the expertise and advice of the Autism Team <p><u>SLCN</u></p> <ul style="list-style-type: none"> • We access the expertise and advice of the local authority Speech, Language and Communication Team. • We support children’s individualised speech and language programmes through identified LSA support time each day. • Children with significant language difficulties are given 1:1 support to work on programmes provided by speech and language therapists.
<p>Cognition and Learning Needs Moderate Learning Difficulties (MLD) Specific Learning Difficulties(SpLD)</p>	<p>MLD</p> <ul style="list-style-type: none"> • Targeted small group support in class from the class teacher and learning support assistants. • Well differentiated activities that facilitate inclusion. • Small group or 1:1 support from SEN teaching assistants working on individual IEP targets. • Differentiated daily phonics teaching in KS1and 2 to cater for children at different levels of phonic acquisition. • Systematic teaching of phonic

	<p>spelling patterns through Read, Write Inc</p> <ul style="list-style-type: none"> • Interactive, practical resources used to engage pupils in a multi-sensory approach to their learning. • Individual incentives used to promote learning. • Use of IT to facilitate learning through chromebooks. <p>SpLD</p> <ul style="list-style-type: none"> • Where appropriate learning aids such as coloured overlays for reading and coloured backgrounds on worksheets are used to help those children with dyslexia. • Word banks are used to support spelling and coloured keyboards are used for computers. • For children with motor co-ordination difficulties we run a 5x weekly fun fit session before school • We liaise closely with the Occupational therapy service to improve outcomes for children. • Across all areas of Cognition and Learning Needs we access, where appropriate, the expertise and advice of the Educational Psychology Service to ensure the needs of all children are met.
<p>Social, Emotional and Mental Health Needs Mental Health Conditions Social Difficulties Emotional Difficulties</p>	<ul style="list-style-type: none"> • We provide excellent pastoral care for our children and their well being and happiness is at the cornerstone of our practise. • Clear sanctions and rewards are offered to provide pupils with positive structures and routines (See behaviour policy) • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities. • We create positive behaviour management plans, where necessary, and provide support and supervision at unstructured times of the day when appropriate e.g. break time and lunch time.

	<ul style="list-style-type: none"> • We develop personal, social and emotional resilience through circle time, targeted group work, key members of staff and learning forums. • We create positive relationships with parents, where possible, to support the needs of their children. • We put into place short term support for children with specific emotional need e.g. Bereavement. • We use the Thrive Programme to support optimal social and emotional development • We seek the expertise and advice from outside agencies
<p>Sensory and Physical Needs Hearing/Visual impairment Physical Disabilities Muti-Sensory Impairment Medical Needs</p>	<ul style="list-style-type: none"> • Advice and guidance from relevant agencies such as Physiotherapists, Occupational Therapists, The Hearing Impairment Service and The Visual Impairment Team is requested and acted upon. • We provide support and practical aids, where appropriate, to ensure pupils can access the curriculum and develop independent learning. • Physical aids such as posture cushions, pencil grips and foot stools are used as necessary. • Movement breaks for pupils with motor co-ordination difficulties are built into lessons. • We seek advice and guidance from Health professionals for pupils who have significant medical needs. • We work closely with the Occupational Therapy service to deliver and monitor therapeutic programmes to improve fine and gross motor skills. • Our school has a disabled toilet. • We offer inclusive sports and activities. • Our staff understand and apply the medicine policy

	<ul style="list-style-type: none">• The vast majority of our staff are trained in first aid.• Our school works hard to ensure that parents/carers feel supported and valued. In this way we hope to build positive partnerships with them so that together we can secure the very best outcomes for their children.
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If you have any concerns or queries about your child's learning or well being please don't hesitate to come into school to talk to us. Your child's class teacher or the SENCO will be happy to organise a time to discuss any matters. Working in partnership together we can ensure the very best outcomes for your children.