



Veryan CofE Primary School

Our Special Educational Needs and Disability Information Report and Offer (SEND)

Veryan Primary School is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Veryan Primary School are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual needs basis as well as support from external agencies where appropriate. Every child at Veryan Primary School has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants. We are a Trauma Informed School and all staff are familiar and well versed at delivering care and education through the pillars of TIS. These being playfulness, accepting, curious and empathetic.

Link to Special Educational
Needs Policy




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Name and contact details of the Special Educational Needs and Disabilities Coordinator: Rachel Moseley 07534051161
rachel.moseley@celticcross.education




Executive Principal: Stuart Renshaw Head of School: Caroline Jarrett

The levels of support and provision offered by Veryan CofE Primary School




1. Student Voice -Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and Young People.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The views and opinions of all students are valued. • Student voice is represented in all aspects of school. • Student voice is heard through: <ul style="list-style-type: none"> - Questionnaires - School Council - Pupil Conferencing • Trusted Adults are in place for each child so children feel they are listened too. • Staff are all trained in the TIS Approach; a positive way of responding to children and their needs. 	<ul style="list-style-type: none"> • Students with SEND are included in all pupil conferencing. • Additional provision is developed in light of student voice where appropriate. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student's views are an integral part of TAC (The Team Around the Child*) meetings and SEND (Special Educational Needs & Disability) reviews. • Students are supported in target setting. <p>*TAC can be defined as an evolving team of practitioners who have contact with the child/young person and family on a regular basis and who provide practical support and advice with and to those who are able to work directly with the child/young person and family as appropriate.</p>




2. Partnership with parents and carers

<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"> • The school works in partnership with all parents and carers. • Where possible we have an open door policy. • The parents/carers are invited to attend parent/carer consultation evenings. • Parent/carers know exactly who to contact if they have any concerns. • Home/School agreement makes roles absolutely clear. • The school website, newsletters, weekly family worship and use of Tapestry online learning journals enables parent/carers to understand more about what their children are learning. 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities and open afternoons where appropriate. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework. • Websites are available to support parents with homework. • Parents are able to contact school re concerns at any time. • Parents have access to the Parental Support Advisor, Kathy Marris if circumstances mean this would be beneficial. (See page12) 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. • Advocacy is available to ensure the above. • All documentation can be presented in a format that is accessible to individual parents/carers. • Parents/carers are encouraged to join in with school trips where appropriate. • Parents/carers are encouraged to engage in one-to-one reading and activities. • Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book




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"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • All students are able to boost their independent learning and literacy skills through application throughout the curriculum. • Assessments (including dyslexia screening) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group or one to one intervention includes: <ul style="list-style-type: none"> - literacy- reading, comprehension, spelling - handwriting - numeracy - speech and language - keyboard skills - motor and co-ordination skills - social skills - Read Write Inc. catch up programme - TIS action plans 	<ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • The curriculum is differentiated to meet the needs of all pupils • Pupils are provided with specialist equipment to support their access to the curriculum. • In exceptional circumstances students can be disapplied from some subjects.




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"> • The whole school uses a 'dyslexia-friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Different groupings are identified for each class. • Learning Objectives are displayed and shared with all pupils. • Differentiated Success Criteria are shared, toolkits to help achieve criteria and strategy posters are used. • Student's work is regularly marked and appropriate feedback is given. • Literacy/Numeracy is a priority for all staff: Key vocabulary and key terms are displayed and discussed. • Alternative ways of recording are used. 	<ul style="list-style-type: none"> • Class based staff share information and lesson plans to ensure that students with SEND have targeted support and provision. • Class based staff work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. • Independent student learning is supported by the use of technology. • Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc). 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning following the student's learning plan. • Adult support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Provision is adapted to the specific needs of the pupils • Outreach from specialists requested for advice on teaching and learning.




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"> • Technology is available to aid Independence. • Resources are available in all class-rooms which promote independence • Students have access to : <ul style="list-style-type: none"> - visual timetables - ipads – chromebooks 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence. • Students have personalised equipment to help them to learn, such as talking tins, overlays, maths resource kits and timers. 	<ul style="list-style-type: none"> • Teaching assistants working alongside students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. • Additional support is shared to build resilience in the student, so that they have self-coping strategies when and if the teaching assistant is absent • Personalised task boards and timetables are in place to support Independence.




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"> • PSHE / PSED / Circle Time sessions include all children experiencing the PACE (Playful, Accepting, Curious, Empathetic) approach in line with our Trauma Informed School status • The Special Needs Coordinator monitors provision for students with wellbeing, emotional, physical and mental health needs. Two TIS practitioners carry out assessments as needed and class teachers carry out whole TIS assessments and incorporate activities to help develop children social and emotional literacy into the daily routine. • Buddies are trained to support fellow students. • Counselling support services can be accessed where appropriate • Student issues are dealt with by trained staff or by their trusted adult, as they arise. • School nurse service is available through parental referral. 	<ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> - self-esteem - social skills - anger management – Processing trauma • Risk assessments are carried out and updated regularly. • Fun Fit is targeted to help children with coordination issues. • Teacher or TA support for children who are experiencing emotional issues. This support is delivered through targeted activities as per the results of the TIS assessments that are carried out • Children who have eating issues are supported by a buddy, trusted adult and our food provider. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for students can be requested from <ul style="list-style-type: none"> - Child and Adolescent Mental Health Service. (CAMHS) - Social Care - The Dreadnought Centre (A registered charity working with children and young people aged 7-19) - Penhaligan's Friends (A registered charity supporting bereaved children, young people, parents and carers) - Music therapy - Play therapy • Students with specific medical conditions have individual health care plans.

7. Social interaction opportunities

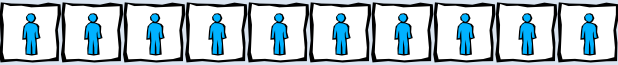


<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All students have opportunities for social interaction and are individually supported in accessing this • All students are invited on trips and visits subject to necessary risk assessment. 	<ul style="list-style-type: none"> • Sports teams play in local tournaments against other schools in our cluster. • All students are encouraged to join clubs held within the community. • More able students are encouraged to take part in sessions at the local secondary school. (The Roseland Community College) 	<ul style="list-style-type: none"> • Students individually supported by staff to enable their attendance at after school clubs or events when appropriate.

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




<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Where possible the school is made accessible to students with SEND and there is a disabled toilet available • All facilities have wheel chair accessible classes. • Students feel safe and in an environment where they are cared for and supported in being the best version of themselves • There is a named 'Designated Safeguarding Lead' (and deputies) and a named 'Child in Care' teacher. • Staff endeavor to make all areas of the school to be an uplifting, positive and supportive learning environment through the use of PACE • Teachers focus on rewarding good behaviour to promote a positive learning environment. 	<ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons e.g cooking. • Adapted toilet available. • Adjustable chairs/ tables can be made available. • Staff access training in order to support pupils in their environment. 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Sensory equipment is purchased as required. • Referrals made to the OT service to support on an individual basis

- Success is celebrated and sanction where necessary is discrete and nurturing

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • There are links with feeder pre-schools. Pastoral leads identify students who may need extra support at transition. • Primary students visit local secondary schools regularly. • Nursery/Secondary staff visit school to support transition. • Transition events are available and accessible to all students across key stages/year groups and settings. • Buddy systems are in place for all students who start school at Veryan Primary School and a 'Buddy Stop' area is signposted in the playground to encourage positive playground experiences. • Trusted adults are chosen by each student so they have an identified person to talk with who they feel comfortable with. 	<ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition. • Students identified as possibly struggling with transition have many additional visits in small groups. • Transition plans put into place for those pupils that need it . 	<ul style="list-style-type: none"> • The SENCO attends annual statement & Education Health and Care (EHC) reviews. • Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • Information booklets are prepared to support transition – familiarise students with the room and staff. • Additional visits are arranged for students who require this.

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

<p>To enable all students 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"> • The SENCO has completed the National Qualification for Special Needs. • SENCO is team teach trained and shares behaviour strategies through Team Teach and TIS Approaches. • All staff receive training and updates on a regular basis regarding changes, updates to special educational need. • Family Information Service website is available for parents and staff to access guidance and advice. 	<ul style="list-style-type: none"> • SENCO is experienced and is up to date and aware of different interventions and possible provisions. • One our support staff in our Trust is a specialist for Dyslexia so can support colleagues meet the needs of pupils in our classes. • Outside agencies/specialists provide training to meet needs and support. • School has an Autism Champion to support children and staff in autistic friendly approaches 	<ul style="list-style-type: none"> • Head of School and SENCO knows how to access specialist and individualised support from agencies. • In our Multi Academy Trust we have a trained and experienced member of staff who undertakes any dyslexia screening. • Our EP supports staff training for helping staff to support individual pupils

11. Services and organisations that we work with:	What they do in brief	Contact details
Educational Psychology Team	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.	Katy Neve Senior Educational Psychologist for Mid-Cornwall Neve Katy kneve@cornwall.gov.uk
Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	01726 873033 www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/SpeechAndLanguageTherapy/asp
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness.	Children's Community Therapy Lead 01872 254531
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to implement exercises and activities so that the child uses them regularly.	Children's Community Therapy 01872 254531
Children's Dietetic Service	This service provides dietetic support to disabled children, their families and the professionals who work with them. The focus is on children diagnosed with a disability who are eating and / or drinking, and who are at risk of under-nutrition.	Children's Community Therapy 01872 254531
AAC Officers	AAC officers introduce Alternative and Augmentative Communication which opens the door on a huge range of	Laura.baggley@cornwall.gov.uk

	equipment and techniques which support or replace spoken and written communication.	
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Social Workers	Offer support and advice to families. They work with school and home to ensure children are cared for and looked after.	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Parental Support Advisor	A parental support advisor (PSA) provides a seamless link between home and school which enables a student's well-being and promotes a positive attitude towards education.	Contact through school 01872 501431 Lyn Bell Kathy Marris
Scope	Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children.	01726 212706 cornwall@scope.org.uk
School Nurse	School nurses provide confidential advice and health information. This advice is available to students, their parents, carers and teachers. School nurses will help ensure students stay fit and healthy. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	Carol Hiley – 01872 221704
Cornwall Dyslexia Service	This service works closely with schools, students, parents/carers and the Cornwall Dyslexia Association to ensure the successful inclusion of students on the dyslexic continuum. It does this through working with individual students and their families, consultation and training.	Jo Davidson Jo.davidson@cornwall.gov.uk
Educational Welfare Officer	Education welfare officers work with schools, students and families to support regular school attendance. They	Tom Thorp

	<p>help to sort out problems in school or at home. At Veryan Primary School we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise</p>	<p>Contact via school: 01872 501431</p>
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12. Student progress

Student's progress and attainment is an ongoing process of teaching, learning, consolidating and applying. This is by the class teacher and support staff. The special needs coordinator and curriculum coordinators monitor and review this on a half termly basis. The students are involved with self-assessments at the end of learning tasks and against learning outcomes in lessons. Considering personalised targets students, parents and staff are involved with reviewing the successes of these and setting new goals and targets including celebrations of their achievements and successes.

13. How we know how good our SEN provision is

At Veryan Primary School we are always monitoring and evaluating the quality of our SEN provision. We carry out an annual self-evaluation audit alongside the governor responsible for Special Educational Needs. We monitor our provision through monitoring visits, SENCO observations and learning walks and conversations with students. We then put in place a development plan to lead SEN forward. We also ask parents/carers for feedback and comments during review meetings and through parental questionnaires. In terms of intervention and specific provision there is an entrance and exit assessment made to ensure the students are making progress from the provision. We make any appropriate adaptations as necessary.

12. If you wish to complain

If you feel that you have concerns about your student's SEN provision then we urge you to contact school in the first instance, speaking to either the class teacher/SENDCo (Rachel Moseley) /Head of School (Caroline Jarrett). Concerns may then be escalated if necessary to the SEN Governor and Chair of Governors (Peter Wootton) or to the Board of Directors at Celtic Cross Education.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

www.cornwallfisdirectory.org.uk