



Keskowethyans Multi Academy Trust

Coverack, Grade-Ruan C of E, Manaccan and St Keverne Primary Schools

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Aims and Objectives

- The Directors, Partners in Learning and Staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the appropriate director has been informed by the Local Authority (LA) that a pupil has special educational needs, that these needs will be made known to all who are likely to work with them.
- The Staff, Partners in Learning and Directors of the Multi Academy Trust are aware of the importance of identifying and providing for those pupils who have special educational needs and/or a disability, and those who are more able or gifted and talented.
- The Headteacher, Staff and Partners in Learning will draw up and report annually on the policy and effectiveness of the school's work for pupils with special educational needs.
- The Staff will ensure that pupils with special educational needs and/or a disability join in the activities of the school together with pupils who do not have special educational needs and/or a disability, so far as that is practical and compatible with the pupil receiving the necessary provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons

The responsible person for Special Educational Needs and Disability (SEND) is Mrs Nell Ruscombe-King and she can be contacted on the details below:




Telephone: 01326 280539

Email: nruscombe-king@st-keverne.cornwall.sch.uk

The Director responsible for SEND is Mrs Jill Ludbrook




The levels of support and provision offered by our schools

1. 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"> • Planning reflects pupils' ability and interests • The views and opinions of all students are valued • Student voice is represented in all aspects of the school • Student voice is heard through: <ul style="list-style-type: none"> - questionnaires - School Council - pupil conferencing - pupil response to marking 	<ul style="list-style-type: none"> • SEND pupils are included in all consultation groups • Additional provision is developed in response to the student voice 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil • Pupils are at the centre of SEND Reviews and Team Around the Child (TAC) Meetings • Pupils' views are incorporated into their Individual Education Plans (IEPs) and Individual Behaviour Management Plans (IBMP) • Documentation is presented in child friendly formats




The levels of support and provision offered by our schools

2. Partnership with parents and carers

<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 school works in partnership with parents and carers • Parents and carers attend parents meetings • Parent questionnaires are sent home annually • An 'Open Door' policy where parents are welcomed and encouraged into the school • Home / School communication books • Parents are able to contact the school at any time 	<ul style="list-style-type: none"> • Families are invited to attend information sessions which provide guidance regarding supporting their children at home 	<ul style="list-style-type: none"> • Parents and carers are encouraged to attend SEND reviews TAC meetings – their views form an integral part of the TAC meetings. • All documentation is presented in a parent-friendly format • Parents are encouraged to join in with school trips




The levels of support and provision offered by our schools

3. The curriculum

<p style="text-align: center;">Whole school approaches The universal offer to all children and young people</p> 	<p style="text-align: center;">Additional targeted support and provision</p> 	<p style="text-align: center;">Specialist individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all pupils • All students, regardless of ability, have full access to the curriculum • Termly tracking and pupil progress meetings identify pupils who need specific support or interventions • Assessments (including dyslexia testing) and / or tests are used to identify students who need specific interventions • We ensure a broad and balanced curriculum 	<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 intervention includes: <ul style="list-style-type: none"> - literacy – reading, comprehension and spelling - handwriting - numeracy - speech and language - social skills - memory skills 	<ul style="list-style-type: none"> • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate

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4. Teaching and learning

<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"> • Lessons have clear objectives that are shared and discussed with pupils • Visual, Auditory and Kinaesthetic (VAK) range of teaching and learning styles • In-class differentiation of work/ differentiation of outcomes for activities • Work is regularly marked in accordance with the schools marking policy; strengths and next steps are identified • Non-written tasks: recording, typing, photographs, drawing, Teacher / Teaching Assistant (TA) scribing • Pupils receive feedback on their assessments and progress – pupil conferencing • Working / learning walls and displays • Access to learning support materials – word lists / mats, number lines, 100 squares, literacy chest etc • Use of concrete equipment in numeracy 	<ul style="list-style-type: none"> • Early Literacy Support (ELS) • Additional Literacy Support (ALS) • Further Literacy Support (FLS) • Success with Sentences • From Counting to Calculating • Social and Emotional Aspects of Learning (SEAL) • Time to Talk • Fun Fit • SNIP (A spelling support programme) • NESSY (Phonics and spelling support) • Memory Fix • Max’s Marvellous Maths • Speed Up Sentences 	<ul style="list-style-type: none"> • Toe by Toe • Power of 2 • Speech and Language Support • Targeted phonic intervention • Bubble / Posture Cushions • Attention Trackers • Specific individualised reward charts • Timeout space • Feely toys • Individual spellings • 1:1 TA support during taught sessions • Coloured reading rulers • 1:1 reading

<ul style="list-style-type: none">• Visual timetable• Adult support and position in class – Teacher and TA• Whole school Golden Rules and Golden Time system• House teams• Individual rewards and praise – positive reinforcements		
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The levels of support and provision offered by our schools

5. Self-help skills and independence

<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"> • Students are encouraged to be independent • Students have access to literacy and numeracy resources to support them in lessons • Students are encouraged to take responsibility for their belongings 	<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 and timers 	<ul style="list-style-type: none"> • Teaching Assistants working one-to-one with 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 eg asked peers, checked books, etc




The levels of support and provision offered by our schools

6. Health, wellbeing and emotional support

<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"> • Personal, Social and Health Education lessons include all students • Pupils have access to a school nurse on a referral basis • Risk assessments and safety policies are in place to ensure all children are safe within the school and whilst on trips • Resilience is promoted through competitive sports events available to all where appropriate • Whole class THRIVE profile and activities 	<ul style="list-style-type: none"> • If appropriate, intervention groups to help self-esteem issues are available • Bereavement counselling can be sought upon request • Classrooms have a 'safe' space that children can access who require time out • Small group THRIVE interventions to support social and emotional development 	<ul style="list-style-type: none"> • Team Around the Child Meetings, Early Support meetings and review are supported by a range of agencies • Additional support for pupils can be requested from: <ul style="list-style-type: none"> - Child & Adolescent Mental Health Services - social care - youth centres - Dreadnought • Individual THRIVE assessment, activity programme and progress tracking.




The levels of support and provision offered by our schools

7. Social interaction opportunities

<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"> • All students have opportunities for social interaction, regardless of need • All students belong to a house team • All students are invited on trips and visits • Visitors from the community are welcomed into the school • Whole class THRIVE profile and activities 	<ul style="list-style-type: none"> • Playtime pals / buddies are available to support children at play times • SEAL social skills groups • Small group THRIVE interventions to support social and emotional development 	<ul style="list-style-type: none"> • Additional support for pupils can be requested from: <ul style="list-style-type: none"> - Child & Adolescent Mental Health Services - social care - youth centres - Dreadnought - Penhaligan's Friends • Individual THRIVE assessment, activity programme and progress tracking.




The levels of support and provision offered by our schools

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

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<ul style="list-style-type: none"> • All areas of the school are accessible to everyone, including those students with SEND • Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively • There is a named child protection officer, 'Designated Senior Lead for Child Protection (and deputies) • All areas of the school are uplifting, positive and support learning • Teachers focus on rewarding good behaviour to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school 	<ul style="list-style-type: none"> • There are staff trained in 'Team Teach', a strategy for positive handling based on a continuum of gradual and graded techniques with an emphasis on de-escalation 	<ul style="list-style-type: none"> • Designated teaching areas are available • Dedicated resources matched to pupils' needs can be available

The levels of support and provision offered by our schools

9. Transition from year to year and setting to setting

<p style="text-align: center;">Whole school approaches The universal offer to all children and young people</p> 	<p style="text-align: center;">Additional targeted support and provision</p> 	<p style="text-align: center;">Specialist individualised support and provision</p> 
<ul style="list-style-type: none"> • Strong links with pre-school. Early Years Foundation Stage (EYFS) teachers clearly identify pupils who may need extra support through transition sessions • EYFS transition is well planned and takes place regularly and progressively • EYFS teachers visit pre-school to aide transition where possible • There are strong links with the receiving secondary school. Pastoral leads identify pupils who may need extra support • Taster sessions happen through the year and in a variety of curriculum areas • ‘Move up ‘ morning across the school allows all pupils to work with their new teacher • Staff meetings are planned in for transition to the next class / year group 	<ul style="list-style-type: none"> • SENDCo liaises with secondary schools and pre-schools to ensure all information is shared before transition where possible 	<ul style="list-style-type: none"> • Where necessary, individualised transition programmes are put in place

Services and organisations that we work with

Service / organisation	What they do in brief	Contact details
Early Help Hub	Offer a professional triage service giving advice and support to school and parents when there are concerns about a child. Organise referrals to other specialist services.	01872 322277
Speech and Language Therapy	Identify pupils with speech and language needs and recommend or deliver intervention programmes to support these pupils	01208 834488
Education Psychologist	Offer advice and support to the school in identifying pupils with additional needs and support the school to plan additional intervention for these pupils	01736 336810
Dyslexia Support Service	Identify pupils with dyslexia and often assist schools and parents in how to best support the pupil	0300 1234101

Answers to Frequently Asked Questions

1. How does the school know if children need extra help?

Pupil progress is monitored termly in a range of ways, through various pupil assessments. Any pupil who is not on track to meet their end of year expectations or who has made poor or no progress is discussed during staff meetings. Additional support is put in place to support these children.

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

Always come into school and discuss your concerns with your child's class teacher, your views will be taken seriously and further investigated if required.

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

Class teachers are responsible for the day to day progress of your child – however, the ultimate responsibility lies with the Headteacher and the Board of Directors.

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

Parents meetings are held regularly and children on the SEND Support Register have termly meetings to discuss progress and set and review targets. However, if you wish to discuss any aspect of your child's education then always contact their class teacher.

5. How will my child be included in activities outside the classroom including school trips?

All activities and trips are planned to be inclusive for ALL pupils.

6. How is the decision made about what type and how much support my child will receive?

The decision is made in discussion with parents, class teachers and the SENDCo and based on pupils' individual needs on a case by case basis.

7. Who can I contact for further information?

You can contact your child's class teacher to discuss individual concerns regarding your child, or the Lead Teacher in your school. Additionally you can contact the SENDCo.

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

Contact us at school but if you feel your needs are still not being addressed then please see our complaints procedure policy.

9. How is your Local Offer reviewed?

The Local Offer will be reviewed annually, in consultation with parents and staff.