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GARRAS COMMUNITY PRIMARY SCHOOL

Our School Offer for Disability and Special Educational Needs (DSEN)

Garras School:

- puts children at the heart of the learning process
- gives children the opportunity to initiate learning experiences and follow lines of enquiry
- allows adults to use observation and assessment to plan further learning experiences, correct misconceptions, establish possible lines of development and identify next steps for learning
- develops the core learning skills of children by listening to their dialogue and then providing opportunities that will facilitate their learning further
- ensures all aspects of the curriculum (EYFS and NC) can be met through a play based, stimulating and exploratory learning environment
- encourages children to be independent, self-motivated and reflective learners

As a Community Primary School with 'family' values and at the heart of everything we do, it is important for us to create a fully inclusive environment where each child can develop emotionally, socially and academically. It is our aim to ensure that all children have the opportunity to achieve their potential.

Special Educational Needs and Disabilities Coordinator: Emma Rayner erayner@garras.cornwall.sch.uk
Head Teacher: Lucy Wandless head@garras.cornwall.sch.uk



SEN Governor: Esther Kitchen contact through the school telephone number: 01326 221653

The levels of support and provision offered by Garras School

Throughout their time at Garras School pupils may receive different levels of support according to their educational needs. At Garras, we endeavour to adapt to changes in need of individual pupils to ensure they progress in all aspects of their school life.

	Whole school approaches The universal offer to all children and young people.	Additional, targeted support and provision	Specialist, individualised support and provision
Listening to and responding to children and young people	<p>The views and opinions of all students are valued.</p> <p>Pupils are listened to and feel valued within the school family.</p> <p>Pupils are respectful towards each other and are aware of the differing needs they may have.</p> <p>Pupils are involved with setting targets and how they will work towards them.</p> <p>Pupil opinions can be heard through: Pupil questionnaires School Council Class discussions Focus groups Assemblies</p>	<p>All DSEN pupils' voices are listened to in the same way as other pupils.</p> <p>Small focused groups are set up to encourage discussion, build confidence and guide how to form and voice their own opinions or views.</p> <p>SEN questionnaires completed.</p> <p>Pupils are involved with setting new targets and how they will achieve them.</p>	<p>Documentation is presented clearly so pupils can access independently or are individually supported by adults, enabling them to voice opinion.</p> <p>Student's views are an integral part of TAC meetings and SEN reviews.</p> <p>Individual support is given in line with the view of the student.</p>



	<p>Consultation (negotiation/explanation) – Part of the decision making process.</p>		
	<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>
<p>Partnership with parents and carers</p>	<p>The School prides itself with an open door policy with all parents and carers.</p> <p>Teachers speak with parents regularly at the end of the day.</p> <p>All parents are encouraged to attend parent/teacher consultation evenings. (1 each term)</p> <p>Annual reports are sent home at the end of the academic year.</p> <p>Parent questionnaires are used termly as a format to gauge parental views/opinions. These are responded to.</p> <p>Parents are consulted about changes to the routine/practice of the school.</p> <p>Parent/carers know exactly who to contact if they have any concerns.</p> <p>The website, enables parent/carers to</p>	<p>Booster sessions for Y6 are accessed after school.</p> <p>Maths booster sessions for Y6 maths are accessed within the Multi-Academy Trust and parents support transportation.</p> <p>Parents are invited to attend meetings regarding their child’s provision map and encouraged to contribute where appropriate.</p> <p>Families are invited to attend information sessions about supporting their children at home.</p> <p>Maths booster sessions for Year 6 pupils are accessed through the Trust. Parents transport the children.</p>	<p>Teaching Assistants who provide individual support make close, working relationships with parents.</p> <p>Parent/carers are supported in attending, and are actively involved in TAC meetings and reviews.</p> <p>Parent/carer’s views are an integral part of TAC meetings and SEN reviews.</p> <p>All documentation is presented in an accessible way for all parents and children.</p> <p>Parents are encouraged to join in with school trips.</p>



	<p>understand more about what their child is learning.</p> <p>Weekly newsletter.</p> <p>School emailing of newsletters.</p> <p>Parents are invited in to share their child's learning on a regular basis.</p>		
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	Whole school approaches. The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
The curriculum	<p>The school follows the 2014 National Curriculum which is designed to ensure the inclusion of all students.</p> <p>Whole School Topic approach – Focus changing termly.</p> <p>A range of activities are planned for to interest and encourage all types of learners.</p> <p>Topic launches to create 'memorable' experiences in learning.</p> <p>Subject planning is created by the class teacher and monitored by subject leaders.</p>	<p>Precision teaching for spelling.</p> <p>Additional resources available for those with specific learning difficulties e.g. dyslexia.</p> <p>Visual timetables used where needed.</p> <p>Small intervention groups set up to address the needs of groups of children.</p> <p>Interventions are analysed for impact.</p> <p>Writing and maths workshops</p>	<p>Assess, plan, do, review cycle used alongside individual provision maps.</p> <p>Pupils access the curriculum at their own ability level – supported and adapted for the age range they are working in.</p> <p>1-to-1 support is provided to enable access to curriculum.</p> <p>Additional resources are used to engage learners e.g. practical/visual to support learning.</p>



	<p>Robust on-going assessment of pupil progress and attainment.</p> <p>Whole school approach to guided reading and phonics/spelling sessions.</p> <p>Whole school behaviour and reward system. Displayed and used in each class, celebrating attitude to learning and successes.</p> <p>All teachers are experienced in adapting lessons to ensure that all pupils have access and are included.</p>	<p>accessed via the Multi-Academy Trust.</p>	
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	<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>
<p>Teaching and learning</p>	<p>Planning is differentiated within each class to ensure progress at all ability levels.</p> <p>Learning walls to support and enable pupils with their learning.</p> <p>Objectives begin with 'How to' and are referred to within the lesson.</p> <p>Pupils are encouraged and supported to be responsible, independent learners.</p> <p>Assessments inform future planning.</p>	<p>Provision maps.</p> <p>Small intervention groups.</p> <p>Class teachers and teaching assistants share information and lesson plans to ensure that students with DSEN have targeted support and provision.</p> <p>Independent student learning is supported by the use of technology, for example:</p>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>One-to-one support is in place for students who need more intensive support.</p> <p>Separate working spaces when required (where possible within the classroom setting).</p> <p>Sensory equipment used to provide</p>



	<p>Different level groupings are identified for each class and adults support appropriately.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. <p>A whole school Marking Policy is adhered to and teachers provide feedback to further progress learning and inform pupils of achievements.</p> <p>Morning lessons are comprised of English and Maths.</p> <p>Alternative ways of recording are used.</p> <p>Pupil comments regarding learning are recorded in books, on speech bubbles, photos...</p> <p>Robust on-going assessment of pupil progress and attainment.</p> <p>Visual timetables.</p>	<ul style="list-style-type: none"> - computers - i-pads - Easyspeak microphones - talking tins - talking pegs 	<p>learning breaks.</p>
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	<p>All adults use 'open-ended questioning to promote curiosity and thinking skills.</p> <p>Dialogue, where possible, is pupil-led.</p> <p>Children have opportunity to work where they feel comfortable in the classroom, including on the floor.</p>		
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	Whole school approaches The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
Self-help skills and independence	<p>Pupils use the 4 Bs (brain, book, buddy, and boss).</p> <p>Children to self-evaluate learning.</p> <p>In Maths, pupils use the working walls to support and further learning.</p> <p>Displays are regularly updated and changed to reflect the current work which enables pupils to use them and help them with their learning.</p> <p>Pupils have access to pencil grips, overlays, talking tins etc.</p>	<p>Specific resources are provided or made available to ensure they have what they need.</p> <p>TAs help to facilitate independency through further explanation and questioning.</p> <p>Use of ICT to support writing.</p>	<p>Teaching assistants working one-to-one with students but 'step back' to providing opportunity to work independently.</p> <p>Teaching assistants also promote the use of the 4 Bs and ask them what they could do if they are stuck/don't know what to do.</p> <p>Additional support is shared to build resilience in pupils so that they are developing self-coping strategies.</p> <p>Referrals to other agencies for</p>



	<p>Teachers plan for a variety of independent, paired and group tasks.</p> <p>Classes have 'Learning Buddies' to support and model good learning attitudes. These change from lesson to lesson.</p> <p>Resources are easily accessible in each classroom for pupils to use as they need.</p> <p>Pupils are given responsibilities throughout the school – they carry these out independently.</p> <p>Visual timetable.</p>		support.
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	Whole school approaches The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
Health, wellbeing and emotional support	<p>A safe and positive learning environment.</p> <p>2 hours of P.E. weekly.</p> <p>After-school sports (including multi-skills)/healthy eating clubs – change ½ termly.</p> <p>School Council who advocate others' views.</p>	<p>Socially speaking groups.</p> <p>Change For Life groups.</p> <p>P.E. Intervention sessions provided by a coach to develop skills and confidence.</p> <p>Occupational Therapist guidance</p>	<p>Healthcare plans (multi-agency).</p> <p>TAC meetings or reviews are supported by a range of agencies.</p> <p>Additional support for pupils can be requested from</p> <ul style="list-style-type: none"> - CAMHS - Dreadnought



	<p>Excellent staff role-models.</p> <p>PSHE sessions to discuss any issues e.g. friendships, attitudes to learning, tolerance of others, behaviour etc.</p> <p>Worry boxes – anonymous. These can then be addressed generally in the class setting/assembly.</p> <p>Sports Leaders/Playmakers – playtime games organised by pupils.</p> <p>Peer support in the classroom</p> <p>Friendship Buddies – peer support at playtime</p> <p>A body of staff trained in first aid and other medical interventions, including those with communication difficulties.</p>	<p>provided for specific pupils.</p> <p>Provision maps.</p> <p>Opportunity for 'Time Out': children take time in the class corridor to calm down.</p> <p>Sensory breaks.</p>	<ul style="list-style-type: none"> - Penhaligons Friends - CHaLK - CLEAR - Communication Support Team - Occupational Therapy - Paediatric Doctor - School Nurse - Diabetes/Epilepsy Nurse - Music therapy - Art Therapy - Vision Support Team - Hearing Support Team - Dyslexia Service - Behaviour Support Service -Parent Partnership Service - Speech and Language Therapy - Educational Psychology Service - Autism Team - Early Help Hub - SEN Service
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	Whole school approaches The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
Social interaction opportunities	<p>All pupils have opportunities for social interaction, regardless of need.</p> <p>All pupils are invited on trips and</p>	<p>Socially speaking groups to aid children in understanding social interaction and situations.</p>	<p>Pupils are individually supported by TAs.</p> <p>TAs use social stories with</p>



	<p>visits.</p> <p>All pupils have access to visitors to school, appropriate to the age range being catered for.</p> <p>Wide range of extra-curricular activities.</p> <p>Combined school break times.</p> <p>Pupils have opportunity to spend time learning within the Multi-Academy Trust schools through workshops and sporting events.</p>	<p>1-to1 support to deal with issues of frustration and anger – how to identify signs and how to cope with these feelings.</p> <p>Well-being workshops to support emotional well-being and development.</p>	<p>individual students when pupils go on trips.</p> <p>Pupils supported to enable attendance at after school clubs.</p> <p>Use of buddy systems.</p>
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1. The physical environment (accessibility, safety and positive learning environment).

	Whole school approaches The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
The physical environment (accessibility, safety and positive)	<p>All areas of the school are accessible to everyone including those students with DSEN.</p> <p>Students feel safe and are in an environment where there is zero tolerance to bullying and</p>	<p>Fidget cushions and bean bags to support children with sitting still.</p> <p>Objects to 'fiddle' with to support concentration when learning.</p>	<p>Specialised equipment e.g. writing slope.</p> <p>Accessibility plan.</p> <p>Classrooms are accessible for</p>



<p>learning environment).</p>	<p>where issues are dealt with promptly and effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and deputy) and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment.</p> <p>The rewards and sanctions system is robust, displayed in each classroom and is used around the school.</p> <p>Staff are first aid trained.</p> <p>Well maintained playground and field.</p> <p>All staff and pupils take ownership of the environment.</p>	<p>Larger toilet cubical available for pupils requiring wheelchair access.</p> <p>Equality and Diversity policy is in place.</p> <p>Management of medical needs is led by trained staff.</p> <p>Liaison with medical professionals.</p>	<p>pupils with sensory needs.</p> <p>Liaison with external professionals takes place.</p> <p>Care plans are written with medical specialists.</p>
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	Whole school approaches The universal offer to all children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
<p>Transition from year to year and setting to setting</p>	<p>Pre-school and EYFS have strong links with weekly transition sessions in the summer term.</p> <p>Pupils starting Reception, along with their parents, are invited to attend transition sessions in the term before and the term they start school.</p> <p>Pre-school children have lunch with the school as part of transition in the summer term.</p> <p>All pupils spend at least 4 mornings in the class they are transitioning to, in the summer term.</p> <p>Y6 pupils spend 2 transition days at their secondary school.</p> <p>Staff are aware of vulnerable pupils.</p> <p>Some Year 5 and 6 pupils benefit from taster sessions run by the secondary school, after school.</p> <p>Y6 pupils are visited by secondary school staff, with Y7 pupils to discuss transition.</p>	<p>Summer school opportunities are offered by the secondary school for pupils who would benefit in Year 6.</p> <p>Year 6 teacher provides the secondary school with information regarding the needs of SEN children transferring.</p> <p>Teachers carry out home visits for Reception children joining from a different setting.</p>	<p>Year 6 pupils are offered extra transition sessions to ensure they become familiar with their secondary school surroundings/teachers etc.</p> <p>Secondary and primary SENCos attend the Year 6 annual review meeting.</p> <p>EYFS pupils are offered extra transition opportunities.</p> <p>Liaison with previous setting if children join our school.</p>



	<p>Teachers have handover sessions to discuss all children.</p> <p>Children regularly access learning opportunities in other classes.</p>		
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Services and organisations that we are currently working with:

Service/organisation	What they do in brief	Contact details
Garras School Governing Board	SEN Governor meets with the SENCo to discuss issues relating to SEN e.g. progress, resourcing...	Esther Kitchen Contacted via school
Speech and Language	Support speech development by providing support and advice to teaching staff and creating IEPs for the pupils to work on while they are in school.	Claire Roberts/Jenny Paramore Contacted via school
Educational Psychology Service	Provide advice and support for staff, assess pupils on request and meet annually with the SENDCo to discuss the children identified as having educational needs.	Joanna Flynn Children's Social Work and Psychology Service Dolcoath Avenue Council Offices Camborne
Educational Welfare Officer	Attendance	Tracey Hone Contacted via school



School Nurse	School nurses provide confidential advice and health information.	
CHALK	Counselling sessions	Amiee Williams / Rhonda Dow Contacted via school
Innate Connection	Emotional well-being counselling	Vicky Otter Contacted via school
Medical professionals	GPs and Paediatricians work alongside school where appropriate.	Contact via school

Answers to Frequently asked Questions

How does your school know if children need extra help?
Teachers are continually monitoring and assessing your child's progress – academically, physically, behaviourally and emotionally. Through this rigorous assessment process, teachers identify gaps in children's learning and plan for pupils to receive extra support in the classroom. This may be through differentiated activities or additional adult support. Teachers talk regularly to parents and request your support in the home environment to try and overcome barriers to learning.
What should I do if I think my child may have special educational needs?
It is important that you communicate effectively with the school and discuss your concerns. Talk to your child's class teacher in the first instance, who will inform the SENCo of your concern and take appropriate action where necessary. This may be an observation in the first instance and ensuring resources and differentiation is in place to support your child. An Individual Provision Map and an Assess, Plan, Do, Review document may then be created to support your child's learning in school. This will be regularly reviewed and discussed with the child and the parents. In some instances, the SENCo may request advice, with your permission, from other external agencies who may feel it appropriate to assess your child's needs.
Who is responsible for the progress and success of my child in school?
The Governors of the school are ultimately responsible for ensuring your children are making good progress. The Headteacher works with the staff to ensure pupil targets are being met and that children are being challenged appropriately. The Senior Leadership Team analyse data and monitor teaching and learning to ensure teachers are meeting the needs of the pupils.



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

The school works hard to provide a broad and balanced curriculum which is topic based throughout the school. In all subjects, planning is differentiated to match the learning needs of the pupils, support and challenge being provided. We incorporate different styles of teaching and learning to accommodate all children and engage them in the learning. We also host 'topic days' which allow the children to immerse themselves in the learning.

How will school staff support my child?

At Garras we strongly believe in promoting independence, and through our support we endeavour to build confidence in your child's learning. Support may be through differentiated activities, working with a learning buddy, adult support or written step by step instructions so your child knows what to do. There are also intervention groups where children may receive additional support for spelling, handwriting or social skills, for example. We also utilise ICT by providing maths and literacy programs the children have access to. Pupils are aware that they can talk to any member of staff about anything.

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

Staff regularly talk with parents after school so there is opportunity for parents to request a meeting to discuss progress if they wish to, in line with our open door policy. Where a teacher feels there is a concern, parents are asked to come in and discuss the issue. Advice on how to provide extra support at home is given. Pupils are given homework each week and we ask parents to ensure this is completed to a high standard. Children in Year 6 have access to a weekly SATs club to develop their understanding and confidence around this area. In the past, where requests for how to help with, for example, phonics and reading have been made, we have set up meeting to support parents in understanding what we do in school and how they can help at home. Each term there is a formal parent/teacher meeting to discuss your child's progress and attainment, and at the end of the academic year a written report is sent home.

What support will there be for my child's overall wellbeing?

Children's well-being and emotional health is recognised at Garras as being an important aspect of their academic progress. We endeavour to provide personalised learning journeys where children can succeed at their own ability level. We celebrate every child's abilities through the use of multi-intelligence badges which are awarded when we recognise a strength e.g. logical thinker, community involvement, musical talent, active star... All children are included in this reward system. Each week we hold a Celebration assembly where staff recognise progress in pupils and certificates are awarded from both school and outside achievements.



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

In school we have 2 members of staff and 1 school governor who have received tier 2 Safeguarding training and all staff have received tier 1 training. Staff follow procedures outlined in the safeguarding policy and the designated governor is responsible for ensuring statutory guidance is met.

There are regular fire alarm check and practice drills so pupils know what to do in an emergency.

There are always multiple members of staff who have undergone the 'First Aid in the Workplace' training. The school keeps a record of who has received the training and when they qualified, to ensure training is always current.

Garras School carries out risk assessments for all school trips: these are monitored by the Senior Leadership team. Teachers are responsible for ensuring risk assessments are carried out and they follow the school trip 'planning procedure' to ensure all aspects of the school trip have been addressed. Water related trips and camps are approved by the County Outdoor Education team.

The Health and Safety Governor, together with the school caretaker and secretary carry out regular health and safe assessments of the school site.

The school holds personal details of all children. This is all kept in accordance with GDPR. This information contains contact details for parents/carers and the next of kin. Parents are asked to inform the school if there are any changes. This ensures parents/carers can be contacted at anytime of the school day, allowing us to notify them of changes to the school day e.g. school closure due to severe weather.

During the day, the front door is locked from the outside. At playtimes, the gate to the playground is padlocked. The front door is glass and therefore members of staff can see who it is before letting them in as well as having a visual intercom system in the office. All staff have identity badges and visitors and governors are issued badges when in school.

What SEN training have the staff at school had or are having?

The SEN Co-ordinator has been awarded The National Award for Special Educational Needs Co-ordination (November 2016). Teachers and Teaching Assistants attend relevant courses to support the children they are working with. This information is then shared with the rest of the staff at staff meetings.



How accessible is the school environment?

The entire school is wheelchair accessible. See the Accessibility Plan.

How are the school's resources allocated and matched to children's special educational needs?

We take a whole school approach to providing the resources every child needs for their learning, regardless of their ability. Each class is supported by a Teaching Assistant and extra interventions, led by experienced Teaching Assistants, are provided for small groups of pupils. Classroom resources are shared and additional resources are purchased where necessary to enhance the learning.

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

Decisions about the support each child receives are based on the school's in-depth knowledge of the child. Lengthy discussions between relevant staff members take place and the child's progress is monitored. The support may change as the needs of the child change. Staff listen to parent/carer views and advice from outside agencies.

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

Parents/carers who believe their child's needs are not being met are asked to:

- Meet with the class teacher to raise your concerns.
- Talk with the SENCo to address the issue or concern.
- Address the issue or concern with the Headteacher – appointments can be made.

Where parents/carers feel the issue or concern has not been addressed, they are asked to contact the Chair of Governors.

The school has a complaints policy which can be found on the school website.

How is your School Offer reviewed?

The School Offer will be formally reviewed by the Governing Board in consultation with the Senior Leadership Team, at least once every 3 years. However, the Senior Leadership Team will monitor and review the School Offer throughout the academic year, amending appropriately in consultation with the Governing Board.