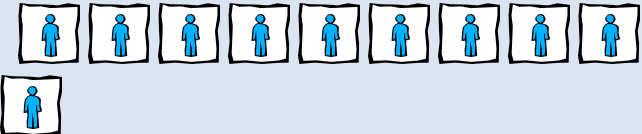




## Appendix E - Egloskerry Primary School

### Our 'Information Report' for Special Educational Needs and Disability (SEND) Summer 2018




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

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

<p>Whole school approaches (Wave 1) The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision (Wave 2)</p> 	<p>Specialist, individualised support and provision (Wave 3)</p> 
<p>The views and opinions of all pupils are valued.</p> <ul style="list-style-type: none"> <li>• Pupil's work is marked using 'ticked pink and green for growth' so that regular feedback is given and further steps are identified.</li> <li>• Pupils are given a daily opportunity to respond to marking and feedback during 'Closing the Gap' times.</li> <li>• Termly Pupil Voice is represented through stakeholder meetings, School Council and pupil questionnaires.</li> <li>• Pupils' views are taken into account</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted THRIVE groups targeting children in 'need'.</li> <li>• Pupils are consulted so that their views are taken into account during e.g. Provision Map target setting, Team Around the Child meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Key workers for individual pupils</li> <li>• Thrive interventions 1:1 for those assessed as needing extra support.</li> <li>• Home visits are arranged if needed.</li> <li>• Meet and greet</li> <li>• Buddy system</li> <li>• 1:1 specific support - Thrive, Key worker, drawing for talking therapy</li> </ul>

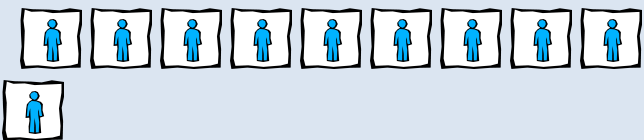


<p>when topic planning.</p> <ul style="list-style-type: none"> <li>• Thrive approach across the whole school, all pupils assessed and staff implement into daily practice.</li> <li>• Self and peer assessment occurs regularly within lessons.</li> <li>• Older children lead activities and listen in their role as playground leaders.</li> </ul>		
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## 2. Partnership with parents and carers

<p>Whole school approaches (Wave 1) The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision (Wave 2)</p> 	<p>Specialist, individualised support and provision (Wave 3)</p> 
<ul style="list-style-type: none"> <li>• The school works in partnership with all parents and carers.</li> <li>• We have an open door policy to enable parents to speak to staff with any concerns.</li> <li>• There are parent and carer's evenings in both the Autumn and Spring terms.</li> <li>• Open afternoon in the Autumn and Spring term.</li> <li>• Reports are sent home in the Summer term.</li> <li>• Home school contact books are used throughout the school.</li> <li>• Weekly newsletters.</li> <li>• School website with updates, newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are invited to Annual SEN Reviews and consulted with Provision Maps (half termly)..</li> <li>• Parents are able to contact the school about concerns at any time in person, by phone or e-mail.</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits are undertaken by staff where there is a need.</li> <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 SEND reviews.</li> <li>• Meetings are made when necessary with: Principal/SENDCO/Teachers/Family Support Advisor.</li> </ul>

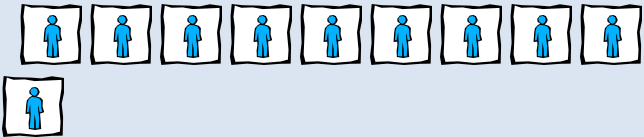


<p>and class galleries.</p> <ul style="list-style-type: none"> <li>• School Facebook page.</li> <li>• Parents invited to sharing assemblies.</li> <li>• Yearly Nativity or school play.</li> <li>• Stakeholder meetings and parent surveys.</li> <li>• Parents regularly help within the school.</li> <li>• Learning Together aids transition from nursery (parent/carers join).</li> <li>• We have parent governors.</li> <li>• The school has noticeboards for parents and children.</li> </ul>		
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### 3. The curriculum

<p>Whole school approaches. (Wave 1) The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision (Wave 2)</p> 	<p>Specialist, individualised support and provision (Wave 3)</p> 
<ul style="list-style-type: none"> <li>• We have consultative cross curricular topic planning across all year groups.</li> <li>• Planning is inclusive and ensures that all pupils are able to access the curriculum,</li> <li>• Creative curriculum allows for all pupils to be engaged and immersed into their learning.</li> <li>• Forest Schools offers children new opportunities and real life skills.</li> <li>• Progression is tracked regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive lunchtime group and interventions support children with identified social needs.</li> <li>• Children who have not reached their current target will be provided with an intervention within groups to accelerate learning.</li> <li>• Personalised and differentiated curriculum to include and meet the needs of pupils with SEND.</li> <li>• ICT to support and develop</li> </ul>	<ul style="list-style-type: none"> <li>• Children with a Provision Map are given 1:1 support and interventions.</li> <li>• Planning meetings with key members of staff to meet the needs and provide a completely personalised and bespoke curriculum (outside involvement also)</li> <li>• Parents are supported in liaising with Outside agencies:- <ul style="list-style-type: none"> <li>• Family support</li> <li>• Educational Psychologists</li> </ul> </li> </ul>

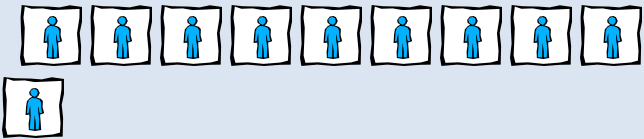


<ul style="list-style-type: none"> <li>• Pupils have clear expectations.</li> <li>• Pupils are given time to respond to feedback during 'Closing the Gap' daily.</li> <li>• Topic plans are available on our website.</li> </ul>	<p>understanding and independence within the mainstream classroom.</p>	<ul style="list-style-type: none"> <li>• ASD Team</li> <li>• School Nurse</li> <li>• Teacher for the deaf</li> <li>• Occupational Therapist</li> <li>• CAMHS</li> <li>• Behaviour Support Team</li> <li>• Social Care</li> <li>• Therapeutic social worker</li> <li>• Dyslexia Support Service</li> </ul>
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#### 4. Teaching and learning

<p>Whole school approaches (Wave 1) The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision (Wave 2)</p> 	<p>Specialist, individualised support and provision (Wave 3)</p> 
<ul style="list-style-type: none"> <li>• Our classrooms are dyslexia friendly and staff are up to date with classroom provision in Wave 1</li> <li>• Pupils are given clear expectations and are challenged to progress through the use of WALTs (We Are Learning To )and WILFs (What I'm Looking To Find).</li> <li>• A range of learning styles are taken into account when teachers plan lessons.</li> <li>• SEND children are identified on planning so that they can be supported appropriately.</li> <li>• Each class has access to a teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given extra support within lessons in a group or individually when needed.</li> <li>• Clear intervention sessions are planned and delivered based on specific needs of children in the class.</li> <li>• The progress of pupils taking part in intervention groups is tracked and reviewed on a regular basis.</li> <li>• Additional daily reading.</li> <li>• Overlays, rulers and triangular pencils are provided for dyslexic-tendency children.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support for pupils with special needs when on an educational outing.</li> <li>• A risk assessment is carried out for children with an EHC plan before an educational visit to ensure that they have full access and a back-up plan is put in place if needed.</li> <li>• Personalised curriculum</li> <li>• 1.1 tuition</li> <li>• Feedback between parents and school at the start and end of each day</li> <li>• 1:1 Speech and language support</li> <li>• Educational Psychologist</li> </ul>

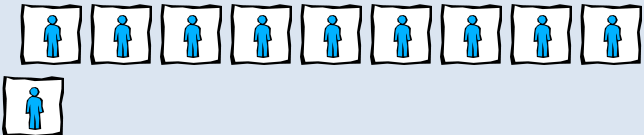


<p>and learning assistant with a wide range of experience</p> <ul style="list-style-type: none"> <li>• School HLTA is a trained Thrive Practitioner and works closely with the Reception/Year 1 cohorts as well as across the school.</li> <li>• Marking and feedback informs pupils on how they can progress further.</li> <li>• A range of groups are used so that all children get the opportunity to work together.</li> <li>• All children have access to educational visits.</li> <li>• Forest school activities provide new, exciting and motivating experiences for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have received de-escalation training and specific members of staff have received Team Teach training.</li> <li>• The school has a Teaching Assistant (TA) with specialist training in ADHD and in the use of Epi-pens for Epilepsy.</li> <li>• We have a TA with enhanced training in Autism Spectrum Disorder.</li> <li>• We have a TA who has attended courses in Dyslexia and Dyscalculia and all staff have an awareness of the needs of children with dyslexia.</li> </ul>	<ul style="list-style-type: none"> <li>• Dyslexia service (Dyslexia Champion)</li> <li>• School Nurse</li> <li>• Occupational Therapist.</li> </ul>
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### 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> 
<p>Children are taught to be independent in their learning. We have a range of support all pupils can access independently;</p> <ul style="list-style-type: none"> <li>• Scaffolds on tables/walls</li> <li>• Working walls provide models</li> <li>• Learning buddies provide support</li> <li>• Level appropriate challenge tasks are</li> </ul>	<p>Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</p>	<ul style="list-style-type: none"> <li>• Individual fiddle boxes</li> <li>• Individual calming cards</li> <li>• Individual move and sit cushion</li> <li>• Individual visual timetables.</li> <li>• Individual now and next boards.</li> <li>• Individual checklists.</li> <li>• Individual reading menus.</li> </ul>

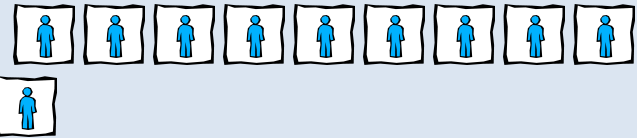


<p>available in each classroom to encourage self-help skills.</p> <ul style="list-style-type: none"> <li>• A range of resources clearly labelled &amp; accessible for children to learn to select as appropriate in all classrooms.</li> <li>• Posters with instructions to aid self-help skills</li> <li>• Lunch time peer support with knives and forks</li> <li>• Visual timetables in classrooms</li> </ul>		
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## 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>• Thrive approach adopted throughout the school (emotional development)</li> <li>• Peer mediators, playground leaders and buddies are trained to support fellow pupils.</li> <li>• Risk assessments are carried out regularly.</li> <li>• Wide variety of extra-curricular clubs throughout the year.</li> <li>• Access to Sports specialists</li> <li>• Access to variety of local sports events linking to Launceston College/Arena</li> <li>• Forest School provides skills for life</li> <li>• Friendship seat in playground</li> </ul>	<ul style="list-style-type: none"> <li>• Self-esteem and social skills nurture group as required (Thrive).</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies</li> <li>• Visual cues/individualised emotional support</li> <li>• Education health care plans</li> <li>• Sensory toys</li> <li>• Additional support can be requested through: <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Educational Psychologist</li> <li>• Social Care</li> <li>• Family Support Services</li> <li>• Bereavement Services (as</li> </ul> </li> </ul>

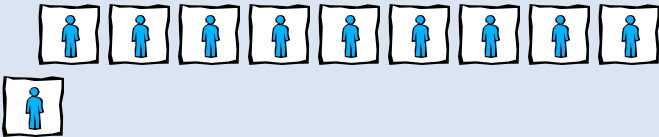


<ul style="list-style-type: none"> <li>• School house point reward system</li> <li>• Lunchtime reward system</li> <li>• Daily Wake and Shake</li> <li>• Yearly Activity Week</li> <li>• Free fruit for KS1</li> <li>• Aspens (school meals provider) provides balanced, healthy meals &amp; regularly consults parents</li> <li>• Gardening projects</li> </ul>		<ul style="list-style-type: none"> <li>• required)</li> <li>• Behaviour Support Services ASD Team</li> <li>• Physiotherapy service</li> </ul>
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## 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> 
<p>All pupils have speaking and listening opportunities:</p> <ul style="list-style-type: none"> <li>• Inclusive school outings &amp; residential trips accessible to all children</li> <li>• Regular visitors including the vicar, local community members, parents, governors, education specialists, charities</li> <li>• Communications with international partner schools e.g. email, letters, exchange of work and ideas</li> <li>• Talk for Writing</li> <li>• Show and Tell</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers/TAs can support children with social interaction, modelling skills as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Social Stories provided</li> <li>• Role play</li> <li>• Puppets</li> </ul>

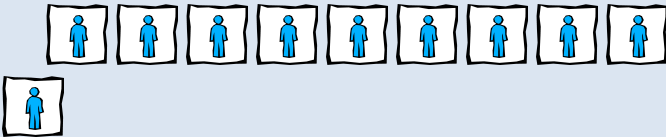


<ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Circle Time</li> <li>• Local sports events</li> <li>• Role play areas in classrooms</li> <li>• House team point system</li> <li>• Reading buddies</li> <li>• Lunchtime tables &amp; peer support</li> <li>• Clubs</li> <li>• Athletics</li> </ul>		
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### 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>• Calm, reflective areas within classrooms and playgrounds</li> <li>• Forest schools area in grounds</li> <li>• Outdoor classrooms</li> <li>• Secure playground area</li> <li>• Sensory herb garden</li> <li>• Bog garden</li> <li>• Organic garden plots</li> <li>• Role play areas in playground</li> <li>• Den building area</li> <li>• Working walls</li> <li>• Interactive displays</li> <li>• School library</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor learning tent</li> <li>• Some toilets adapted by height for lower KS1 and EYFS children</li> <li>• Different sized chairs/tables available</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled shower and toilet</li> <li>• Wheelchair accessibility</li> <li>• Individualised learning stations</li> <li>• Move and Sit cushions</li> <li>• Specialised equipment is used for children where advised by a specialist</li> <li>• Designated disabled parking space</li> <li>• Ramped access and toilet facilities with disabled access</li> <li>• Doorways are painted in bright, visible colours and flasher fire alarms have been installed in the library and classrooms to benefit pupils with</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>• Pupil progress meetings are held between the present and the next class teacher</li> <li>• Transition sessions with new class</li> <li>• PART of Launcetson College MAT - Liaison with secondary school Launcetson College (PE, SEND and transition links)</li> <li>• Secondary taster days</li> <li>• Transition lesson materials from secondary</li> <li>• Transition from Nursery School takes place over several 'learning together' afternoons with a teacher visit to the Nursery</li> <li>• EYFS - Early parent's evenings in 1<sup>st</sup> half of Autumn term</li> <li>• Activity week; children work with all teachers in house teams</li> </ul>	<ul style="list-style-type: none"> <li>• Visual cues/photographs/individual internal visits to promote positive transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Area SENDCO visit to school to liaise with teachers with regard to new EYFS SEND pupils</li> <li>• Enhanced individual transition to another Primary School is arranged by the SENDCO</li> <li>• Enhanced transition to Secondary School 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 SEND 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 (SALT)	The speech and language therapist works alongside our school to support children with any speech and language needs.	Referral via school or GP depending upon need
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Referral via school or GP depending upon need  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.	Referral via school or GP depending upon need
NHS Paediatric Physiotherapist		Referral via GP
Occupational Therapists	Help with fine and gross motor control and accessibility issues.	Referral via school or GP depending upon need
Early Help Hub (Family Support)	Help with general concerns e.g. Health, Family Support	Self-referral or via school or GP depending upon need <a href="http://www.cornwall.gov.uk/earlyhelp">http://www.cornwall.gov.uk/earlyhelp</a>

Name and contact details of the Special Educational Needs and Disabilities Coordinator: **Mrs Louise Rash**  
 Email: [secretary@egloskerry.net](mailto:secretary@egloskerry.net) Tel: 01566 785372