



Porthleven School

Our Special Educational Needs and Disability (SEND) Information Report

July 2018

Our School Information Report details the provision, expertise, resources and links that we have in place to ensure that we can meet the special educational needs of all the children in our school. All staff and governors are involved in monitoring and evaluating the special educational provision and are responsible for the successful implementation of our Information Report to ensure the success and achievement of all pupils.

Porthleven School is fully inclusive. Current needs being met include:

- Dyslexia
- Dyspraxia
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Receptive/expressive language difficulties
- Effects of medical conditions/trauma (cerebral palsy, brain tumours)
- Developmental Delay
- Sensory Processing Difficulties
- Social and emotional vulnerability
- Physical disability: Cerebral Palsy

Our policies for Special Educational Needs and Equality and Diversity and our Access Plan can be viewed on Porthleven School website.

On our website there is a list of questions commonly asked by parents with answers provided by the SENDCo.

A group of current parents, with special needs children of their own, are willing to discuss their experiences at Porthleven School with you, on request through the SENDCo.

Name and contact details of the Special Educational Needs and Disabilities Coordinator:

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The levels of support and provision offered by our school

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1. Listening to and responding to children and young people

<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 pupils have opportunities to take part in all school activities. • The views of all pupils are valued. • Pupil voice is heard through: <ul style="list-style-type: none"> - Questionnaires - School council - Wow and Now comments: what has gone well this year and what could be better. 	<ul style="list-style-type: none"> • Opportunities are created to listen and respond to small groups or individual pupils, regarding academic/non-academic issues, throughout the day. • Plans are modified in the light of pupil voice (teaching plans). • Dyslexia Champions meet with all pupils with dyslexic tendencies to discuss their concerns and ideas. 	<ul style="list-style-type: none"> • Pupil views are an important part of TAC and review meetings. • Desired outcomes and SMART targets are discussed with the pupil during Individual Provision Map and EHCP review meetings. • Pupils can attend review meetings if appropriate. • Interventions are planned with close regard to pupil views and feelings. • Communication Passports are produced by pupils with TA support. • Opportunities are created to listen to pupil views to overcome concerns or to allow pupils 1:1 time. • Emotional Literacy support is put into place to address specific worries and at times of transition.

2. Working with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> - School aims to work in partnership with all parents and carers. - All parents/carers are invited to attend parent's evening - Parents/carers know who to contact if they have a concern. - An open dialogue is encouraged between teachers/TAs and parents, often face-to-face sometimes by phone or email, home-school books or e-school. - Parents are invited to attend a class meeting at the start of the academic year, to discuss routines and inform them of important dates. - Porthleven School website and e-schools learning environment provide up-to-date information about the school experience including specific curriculum information. - Annual reports are sent home in the summer term. - Parents are able to contact school at any time regarding concerns. - Star Maths and Accelerated Reader sites give KS 1 and KS2 parents information about their child/children's learning. - Parents receive feedback on phonics progression. - Curriculum information is sent home termly: mental maths, spellings, times tables, Accelerated Reader and Star Maths. - Parents are invited to join their children in a lesson each term, to experience and support their learning. 	<ul style="list-style-type: none"> - Families are invited to attend information sessions re supporting their child/ren at home. For example, Learning Together, literacy and numeracy workshops including Teaching for Mastery in Maths and Inspire Days. 	<ul style="list-style-type: none"> - Parents are expected to attend, and be actively involved in, all review meetings (progress/TACs/Annual Reviews) - Parent's views are an integral part of all planning. - All documentation is presented in a format that is accessible to all parents. - A questionnaire is sent to each family once per year. - There is open access to the SENDCo; She can be contacted informally by email, phone or face-face at any time during the school day to discuss concerns or book a further meeting.

3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> - All pupils, irrespective of their ability and/or additional needs, have full access to the curriculum. - All pupils Y1-6, who are able to read the first 100 words, access the Accelerated Reader programme to enhance independent reading skills. - All children Y2-Y6 can access My Maths at school and at home to develop numeracy skills. - All children are made aware of the standards of expectation for their year. - All children are encouraged to write using the Writing Workshop approach which allows children to have some freedom in the choice of writing topic. - Skills in punctuation and grammar are addressed in Grammar specific lessons and through the Writing Workshop. - Children's learning in maths is supported, across both key stages and all year groups, using practical resources (manipulatives) and visual representations to ensure that the vast majority of children can access the learning appropriate for their year group. - To enable children to keep pace with their peers, teachers implement immediate intervention to address gaps or areas of confusion. - At times, support outside the maths lesson may be required: pre-teaching, securing knowledge of number facts, clarifying misconceptions. - A concrete, pictorial, abstract approach is 	<ul style="list-style-type: none"> - Targeted interventions are provided for small groups in each class where appropriate. These interventions are designed to be short term and are revised regularly. For example, specific weaknesses in spelling, punctuation or grammar, knowledge and understanding of multiplication tables and division facts. - The progress of targeted interventions is ongoing. Targets are adapted to meet needs. - Interventions include: <ol style="list-style-type: none"> 1. Literacy: reading, spelling, writing, grammar and handwriting. 2. Numeracy: number facts (bonds and tables), key skills and methods, reasoning skills. 3. Speech and language 4. Keyboard skills 5. Emotional Literacy 6. Social skills 	<ul style="list-style-type: none"> - Pupils are supported in following their chosen interests regardless of their SEN or disability. - Assessments including, dyslexic and Developmental Co-ordination Disorder screening, and non-verbal reasoning are used to identify pupils who may need specific interventions. - Pupils with SEN or disability can access the curriculum with adults or specific resources to support where necessary. - Teachers plan specifically to meet pupil's SEN. - In exceptional circumstances a pupil can be dis-applied from some subjects of the primary curriculum: strict guidelines must be followed to achieve this. - Specific resources are provided for 1:1 use e.g. Ipads, writing slopes, bumpy cushions etc - When necessary individual children will be pre-taught aspects of a lesson to aid their understanding and to make connections in their learning - Sometimes, it is appropriate for an individual pupil to attend literacy or numeracy lessons in a younger year group.

<p>used for the teaching of the four operations.</p> <ul style="list-style-type: none"> - Maths is taught in a style to promote mastery: children master the objective of the lesson and are able to use and apply their learning in problem solving and reasoning situations, explaining their thinking, reasoning and justifying their opinion. 		
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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"> • Porthleven School has achieved Dyslexia Friendly Status: dyslexia friendly teaching and learning strategies are used throughout the school to ensure the progress of all pupils. • Careful planning ensures subjects are taught in a clear way with regular repetition and opportunities to practise learning. • Different learning styles (auditory, visual, tactile and kinaesthetic) are represented in the ways that pupils access and record learning. • Planning is outcome based with differentiation in place based on how the final target is achieved. • Lessons are planned to ensure that children 	<ul style="list-style-type: none"> • Class teachers and TAs share information about pupils to ensure that needs can be met in the classroom. • Class teachers discuss lesson plans with TAs before the start of lessons. • TAs make notes about pupil achievement, as the lessons progress, to feedback to the teacher. • Class teachers/TAs work with small groups to: <ol style="list-style-type: none"> 1. Ensure understanding 2. Accelerate progress 3. Keep pupils on task 4. Foster confidence and self-esteem. 5. Extend learning • Independent pupil learning is supported by: 	<ul style="list-style-type: none"> • Where appropriate, pupils are provided with personalised and highly differentiated teaching and learning experiences that are continuously monitored and adapted. • Some one-to-one support is in place for any pupil with an Educational Health Care Plan (EHCP). • One-to-one support for these children is not continuous: support is provided for the pupil's most vulnerable times but opportunities are also provided to encourage independence. • Where there is no EHC Plan, pupils are supported in small groups. They will also be encouraged to work as part of the whole class as often as possible, with specific resources/methods of recording/visual aids to

<p>of all ability levels can access the learning and opportunities are provided to embed and apply learning in a variety of different contexts.</p> <ul style="list-style-type: none"> • Pupils will sometimes be grouped according to the amount of support that they need. • Lesson objectives are displayed. • Children are made aware of the next steps in their learning and how their learning meets the standard for the year group. • Pupil's work is marked using green to represent success and orange for next steps. • Pupils are given time to respond to teacher's marking using a purple pen. • Key vocabulary for literacy and numeracy is permanently on display in classrooms. Topic related vocabulary is displayed as appropriate. • A range of resources is easily accessible in each classroom. • Ideas/information is recorded in different ways. 	<ol style="list-style-type: none"> 1. IPADS 2. Talking pens/tins 3. Laptops 4. Ace dictionaries 5. Writing slopes 6. Stabilo pens 7. Word banks 8. Easy access to maths resources <ul style="list-style-type: none"> • Pre teaching of specific vocabulary, concepts or methods. 	<p>enable access.</p> <ul style="list-style-type: none"> • Advice is sought from external professionals where appropriate. • All interventions/targets/strategies recommended by external professionals are put into place and monitored using the Assess-Plan-Do-Review cycle • A brief over view of the needs of all SEND pupils in each class is available for supply teachers. • Individuals or small groups are supported through the following programmes: <ol style="list-style-type: none"> 1. Toe by Toe 2. Precision Teaching 3. Fun-Fit 4. Stareway to Spelling 5. Stride Ahead reading programme 6. Reading Doctor Ipad programme 7. Project Code X-phonics and reading programme 8. Emotional Literacy/Anger Management 9. Speech and Language intervention 10. The Anxiety Pack/Anxiety Gremlin 11. Narrative Therapy 12. Time to Talk/Socially Speaking • Special access arrangements are put into place for tests.
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6. 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"> • Resources are easily accessible in classrooms including provision of Working Walls and 	<ul style="list-style-type: none"> • Instructions are repeated or supported through visual prompts. 	<ul style="list-style-type: none"> • Teachers/TAs ensure that pupils can access the task and have all the appropriate

<p>displays.</p> <ul style="list-style-type: none"> • Word banks and key skills cards are provided • Success criteria is displayed for easy reference. • In KS2 all children have a personal spelling journal. • In KS 1 there are word banks, exception words on display, examples of teaching, the Language Garden and phonic/spelling pattern displays. Picture labels clearly indicate resources and picture clues are used to clarify the meaning of specific terminology within success criteria. 	<ul style="list-style-type: none"> • Pupils have access to: <ul style="list-style-type: none"> a. Visual timetables b. Now and Next activity cards c. Traffic light systems d. Timers: spot, sand, digital • Pupils have personalised equipment: overlays, writing slopes, stabilo pens, talking tins etc • Part of the TAs role is to facilitate independence. 	<p>resources available. They are taught how to use support materials before asking for help.</p> <ul style="list-style-type: none"> • Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed. • Pupils are rewarded for independent functioning. • Individual guidance provided by the occupational therapist and/or physiotherapist is built into the daily timetable. • Alternative provision for toileting, drinking and eating is made available.
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7. Health, wellbeing and emotional support

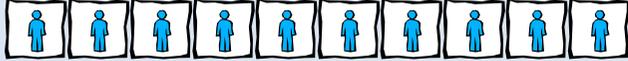
<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Positive learning behaviour is promoted throughout the school. • The Boxall Profile gives an indication of emotional well-being for each pupil. • Sex and relationship education is provided. • All members of staff have had Bereavement training. • Risk assessments are made for all trips and for day-to-day school events. • A policy for the administration of medication is in place. • Parent and Pupil Voice questionnaires provide opportunities for issues of bullying to be 	<ul style="list-style-type: none"> • The Learning Zone is a base for 'time out' and/or emotional support. • Playground 'Buddies' support vulnerable pupils during breaktime. • Time out/calm spaces are provided for pupils who need it. 	<ul style="list-style-type: none"> • Behaviour Support Plans are in place for pupils with significant Social Emotional Mental Health needs (SEMH) • Boxall Profile Learning Plans are in place for pupils with well-being concerns. • Pupils with significant medical conditions have an Individual Health Plan that is reviewed with parents and a medical professional at least yearly. • An Intimate Care Policy is in place. • External Professionals (OT, Physio, School Nurse) train Teachers and TA to deliver exercises/administer medicine correctly.

<p>highlighted.</p> <ul style="list-style-type: none"> • Emotional Literacy is taught in all classes as a response to need. • The Virtues: Gifts of Character are promoted throughout our school. • School dinners are provided for all R, Y1 and Y2. • Healthy eating is promoted in cookery lessons: Eat Well Plate. • Healthy tuck promoted and supplied to N, R, Y1 and Y2. • Levy Listeners support FS/KS1 playground. • All teachers, teaching assistants and lunchtime assistants, have received Emotional Literacy training: Behaviour is a manifestation of underlying anxieties, early identification and support strategies. • LTA have also received further training in behaviour management. 		<ul style="list-style-type: none"> • A KS1 and KS2 lunchtime club is available for pupils who find break times too unstructured and stressful. • TACs and Early Support meetings are attended by a range of agencies including the School Nurse where appropriate. • Additional support can be requested from: <ul style="list-style-type: none"> a. School Nurse b. Community Nurse c. CAMHS d. Social Care e. Dreadnought f. Penhaligon's Friends g. Together for Families h. Parent Support • Individual safety plans are maintained and regularly updated. • Cartoon Stories are used to help pupils to understand and act upon bullying behaviour. • Communication is encouraged through visual means when pupils with SEND find it challenging to express emotions or worries. • The Anxiety Pack provided by the ASD team is used to provide 1:1 support where necessary. Also, use of the Anxiety Gremlin and Worry Lap-Top. • Emotional Literacy interventions take place to address: <ul style="list-style-type: none"> a. Self-esteem b. Self-awareness c. Self-regulation d. Motivation e. Social skills • Autism Champions ensure that the emotional needs of pupils on the Autistic Spectrum are cared for.
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8. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> All pupils have opportunities to interact socially with the whole primary age range regardless of age, ability or additional need. All pupils take part in trips/activities in the wider community. Signing Choir meets weekly in school and performs regularly in the community: a range of children from years 2-6 have some British Sign Language and deaf awareness. 	<ul style="list-style-type: none"> Pyramid (Boost) Club takes place to support the social interaction of selected Year 3 pupils. Social groupings within classes are organised to support individuals. Small groups of children take part in the Time to Talk and Socially Speaking programmes. 	<ul style="list-style-type: none"> TAs use Cartoon Stories with individual pupils. Pupils are supported by TAs to facilitate attendance at some clubs e.g. Fun-Fit. Buddy systems are put into place to facilitate friendships. Positive friendships are encouraged through careful consideration of seating and grouping; where appropriate.

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

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> Teachers focus on rewarding good behaviour to promote a positive learning environment. Rules, rewards systems and sanctions are 	<ul style="list-style-type: none"> The Learning Zone is available as a quiet, supervised area for those pupils who feel anxious during unstructured times or who 	<ul style="list-style-type: none"> TA support enables disabled pupils to access rooms and resources safely. Classrooms are made accessible for pupils

<p>consistent throughout the school and displayed in classrooms.</p> <ul style="list-style-type: none"> • The Virtues: Gifts of Character are promoted throughout our school. • TAs and Lunchtime Supervisors use a consistent approach. • There is a designated Child Protection Officer. • The school is secure. • Most areas of the school are accessible to everyone including pupils with SEND. • All electric devices are PAT tested yearly. • Risk assessments are undertaken. • Fire exits are clear. Fire drills take place termly. • White screens are avoided on all projected material: SMART boards, computers, IPADS etc 	<p>cannot cope with lunch time routines due to sensory issues.</p>	<p>with sensory needs: heaters turned off/ OHP turned off to reduce noise levels.</p> <ul style="list-style-type: none"> • Non-white paper and overlays are provided for pupils with scotopic sensitivity. • Some teachers and TAs are Team Teach trained. • Adapted toilet areas. • One stair lift in place.
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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"> • Home visits take place for Early Years children • There are strong links with Secondary Schools. • Taster days take place for Year 6 pupils. • Year 6 teachers share information about all pupils with Head of Year 7. • Secondary School teachers visit to meet with the children. • A structured summer term transition is in place between year groups. • Children starting in Nursery attend Learning Together with their parents and visit during Transition week prior to beginning school in September. • Children who do not attend Porthleven Nursery but 	<ul style="list-style-type: none"> • Porthleven SENDCo shares information about all Year 6 SEND pupils with the Secondary School SENDCos. • All SEND paperwork is passed to the Secondary School/new school, including most recent IPMs (Individual Provision Maps). 	<ul style="list-style-type: none"> • Individual pupils with SEND may have extra transition visits with specific functions i.e. to take photographs of key members of staff, become familiar with the school layout/timetable/organisation, to experience lunch in the canteen etc. • A key worker is nominated at the Secondary School and the pupil is introduced during taster sessions. • The SENDCo from Secondary School attends Annual Reviews and TACs. • Communication Passports are prepared to take to the new school. • The class teacher and/or SENDCo

<p>start in our Reception class, have a Learning Together session and visit with First Steps. They also do a School Readiness course.</p>		<p>communicates information via telephone or email if appropriate.</p>
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10.The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children 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> 
<p>Dyslexia Friendly School Status: all staff Regular updates on Dyslexic teaching practice to individual teachers and TAs.</p> <p>Senior Lead Training: Self-Awareness-First know yourself: 1 teacher</p> <p>Emotional Literacy: All teachers, teaching assistants and lunch time assistants.</p>	<p>Read Write Inc: 3 TAs</p> <p>TRUGS (Teach Reading Using Games): all TAs</p> <p>Autism Champion: 2 TAs</p> <p>SEN Diploma: 2 TAs</p> <p>Attachment Disorder: SENDCo and 2TAs</p> <p>TRUGS training (Teach Reading Using Games): 12 TAs</p> <p>Memory Skills: 3 TAs</p> <p>Pyramid Club: leader training 3 TAs</p> <p>Dyscalculia: Whole staff training in school led by SENDCo and Maths Co-ordinator</p> <p>Dyscalculia: 2 teachers, 1 TA.</p> <p>Applied Minds and Emotional Coaching: HT and DHT</p> <p>Emotional First Aid training qualification: SENDCo</p>	<p>OCR Level 5 Diploma Teaching pupils with SpLD (dyslexia): SENDCo and one SEN TA</p> <p>Emotional First Aid Certificate: SENDCo</p> <p>Emotional First Aid Licenced Trainer: SENDCo</p> <p>OCR Level 7 Diploma Assessing and Teaching pupils with SpLD: SENDCo</p> <p>OCR Level 3 Diploma: Special Educational Needs: 2 TAs</p> <p>Team Teach: 5 TAs</p> <p>Deaf Awareness: 4 teachers and 6 TAs</p> <p>Draw and Talk: SENDCo and 8 TAs</p> <p>ADHD awareness (in house training provided by SENDCo) 10 TAs</p> <p>British Sign Language: Level 2: 1 TA Level 3: 1 TA</p> <p>Visual Phonics: 2 TAs</p> <p>Language For Learning: 4 TAs</p>

		<p>Stammer Clinic: 3 TAs</p> <p>Training to be able to administer movement and flexibility exercise : provided by Physiotherapist 4 TAs</p> <p>Emotional First Aid: SENDCo, 2 teacher and 2 SEN HLTAs</p> <p>Supporting Learners with Mental Health Needs: 3 TAs</p> <p>Dyslexia Champion Role: 2 HLTAs</p>
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11.Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and/or 1:1 work with a pupil. Followed by a meeting with teachers and parents. Specialist training: Draw and Talk, Bereavement, Circle of Friends etc	Room 4A Ground Floor St Clare Council offices Penzance TR183QW 03001234100 01736 7336891
Autism Support Team	Work with specific individuals with ASD diagnosis: advice given to teachers, teaching assistants and parents.	Room 4A Ground Floor St Clare Council offices Penzance TR183QW 03001234100
Speech and Language Team	1:1 assessment. Feedback meeting with parents. Guidance for daily intervention at school.	Helston Health Centre Trengrouse Way Tr13 8AK 01326 435869
Physical Difficulties Team	1:1 assessment. Feedback meeting with school. Guidance for daily intervention at school.	Old Cowlins Mill Penhallick Redruth TR15 3YR 01209 616962
CAMHS	1:1 mental health assessments: Autistic Spectrum Disorders, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs the diagnosis.	childrens.services@cornwall.nhs.uk Care Management Centre Truro Health Park Infirmary Hill Truro TR12JA 01872 221400
School Nurse/Community Nurse	Advice given to school based on individual medical cases.	Kerrier School Nursing Team Helston Health Centre Trengrouse Way TR13 8AX 01326 430315
Hearing/Visual Support Service	1:1 assessments. Guidance given based on teaching	Sensory Support Service - Hearing Support Team

	programme and resources.	CPI Business Support and Administration Education, Health and Social Care Cornwall Council Tel: 01726 61004 Fax: 01726 63803
Physiotherapy Therapy Department	Training for TAs based on exercises to promote/maintain muscle strength and limb flexibility.	Physiotherapy Department Treliske, Truro, Cornwall, TR1 3LQ
Occupational Therapy Department	Advice given based on development of daily living skills.	Occupational Therapy Department Treliske, Truro, Cornwall, TR1 3LQ
Common Assessment Framework/ Early Support Service	Guidance and documentation for Team Around the Child meetings.	Council Offices, 2nd Floor, Dolcoath Avenue, Camborne , Cornwall, TR14 8SX 01209 615664
Parent Support	Work with families based on any child care concerns e.g. sleeping, eating, behaviour, routines etc.	Family Information Service Cornwall Council 39 Penwinnick Road St Austell Cornwall PL25 5DR Tel: 0800 587 8191 / 01872 323 535 Email: fis@cornwall.gov.uk
The Dreadnought Centre	Work with individual children and small groups based on behavioural and emotional needs.	The Dreadnought Centre Carn Brea Lane Pool Redruth TR15 3DS Ph: 01209 218764 www.thedreadnought.co.uk

12. This is how we:

a. Identify children with SEN:

A pupil has SEN where their learning difficulty or disability requires provision that is different from or additional to that normally available to pupils of the same age.

Identification of children with special educational needs is undertaken by all staff through the SENDCo and the appropriate records and forms are

maintained. A clear analysis of the pupils needs is made based on:

- Teacher's assessment and experience of the pupil: day-to-day observations, Standard Attainment Tests (SATs), Accelerated Reader, Star Maths, Phonic screening, work monitoring, profiling tools for emotional, social and speech, language and communication needs
- Previous rates of progress and attainment:
- Rates of progress in comparison with peers starting from the same baseline
- National data
- The views and experience of parents/carers: questionnaires, face-to-face discussions, review meetings
- The pupils own views: questionnaires, pupil voice
- Advice from external specialists if appropriate

Records are developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils are referred to the SENDCo for assessment to construct a profile of the child's strengths and weaknesses. Informal evidence is also gathered: lesson and play observations.

Parents/carers are informed about their child's progress and about any concerns as they arise. The views of the pupil and parents/carers are sought as part of the assessment procedure.

Assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than peers starting from the same baseline
- fails to match or improve on previous rates of progress
- fails to close the attainment gap between pupil and peers

The purpose of identification is to work out what action is needed, not to fit the pupil to a label. The needs of a pupil are identified by considering the needs of the whole child not just his/her special educational needs.

Where there are concerns about a pupil's behaviour, investigations will take place to identify the underlying cause of the behaviour.

b. Assess and review the progress of our children's progress towards outcomes:

On Alert

When a pupil fails to make progress and shows signs of difficulty, school places the pupil at "On Alert" and support is provided through the following ways:

- Adapting teaching and learning strategies in the classroom
- Additional targeted support in the classroom
- Additional catch-up in groups or 1:1
- A social and emotional learning programme
- Focused interventions related to attendance or behaviour
- Additional pastoral support provided by teaching staff.

- Peer mentoring and support

When children are placed On Alert teachers identify and record strategies being used to address needs and have regular conversations with parents and the SENDCo regarding problem-solving and planning support and strategies for the individual pupil.

SEN Support

If provision under On Alert has no or little impact and if a specific learning disability can be identified, the pupil is moved to the “SEN Support” category of need. Parents/carers are fully involved in the decision to move to this category of need.

Support that is additional to and different from the differentiated curriculum is provided through an Individual Provision Map (IPM) which is developed through an Assess-Plan-Do-Review cycle. This is a continuous process that ensures that planning is outcome led and that interventions respond directly to the needs of individual pupils. Interventions could include:

- Exercises guided by physiotherapists and occupational therapists
- Emotional literacy programmes
- Anger management programmes
- Specialist teacher input e.g. Visual and Hearing Support service
- Individual long-term teaching programmes
- Specialist resources e.g. sensory room

Parents are informed and pupils are involved in decisions taken at this stage.

Assess-Plan-Do-Review

An Assess-Plan-Do-Review cycle ensures that effective provision is in place for all our SEN pupils.

The cycle begins with assessment of all areas of Literacy and Numeracy plus individual areas of need (motor, emotional, social etc) during the final week of each half term.

Early during the next half term, a review meeting between teacher and SENDCo takes place during which the progress and interventions for all SEN Children at On Alert and at SEN Support are discussed. Interventions are modified to meet needs. Parents of On Alert pupils are invited to a review meeting where significant changes/concerns are identified.

Interventions are put into place in the classrooms and these are continuously assessed and reviewed to ensure that progress is maintained. Modifications to interventions are made as appropriate not merely at review meetings.

At the end of each term all parents/carers of SEN Support pupils are invited to a review meeting during which the Individual Provision Map (IPM) for the previous term is discussed and the IPM for the following term is created. Outcomes are agreed upon by the pupil, parent/carer, teacher, SENDCo and, in some cases, teaching assistant.

c. Evaluate the effectiveness of our provision for children with SEN:

Detailed records, as a process of continuous assessment, are kept of the pupils receiving extra teaching support. These include records of what they know, understand and can do, as well as information within the area of learning difficulties.

Interventions are maintained or modified as a direct result of the information that we gain through our assessments.

d. Handle complaints about the provision at school:

It is extremely important that parents express their views, positive or negative, regarding their child's provision. We strive to work very closely with parents so that any disagreements in provision can be resolved before the need for a complaint arises.

Any complaint or query should be communicated through these channels:

- To the class teacher and SENDCo who, in most cases, will be able to resolve the issues in an acceptable amount of time. This meeting will be minuted with agreed actions and timescales recorded and a copy of the action plan will be given to all parties.
- If the action plan is not adhered to, the next step is for the parent/carer to discuss his/her concerns with the Headteacher. A minuted action plan will be produced.
- Should no satisfaction result from this meeting, the Chair of Governors should be contacted: Mr Mark Richardson
- The final point of contact would be Jenni Trehwela Area Casework Officer: jtrewhela@cornwall.gov.uk 03001234100

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childreusservicedirectory.org.uk>

Glossary

SEN Terminology/Acronyms

ADD

Attention Deficit Disorder

ADHD

Attention Deficit/Hyperactivity Disorder

Annual Review

The review of an EHC Plan or Statement of Special Needs which the Local authority must have at least once every 12 months.

ASD Autistic Spectrum Disorder

Pupils who may find it difficult to understand and use non-verbal and verbal communication

Asperger's syndrome

Pupils on the autism spectrum, higher functioning.

CAMHS Child & Adolescent Mental Health Service.

CAMHS carry out assessments related to ASD and ADHD. Support children and young people with a variety of mental health needs: eating disorders, depression, anxiety etc.

DCD

Developmental Co-ordination Disorder, also termed Dyspraxia.

Dyscalculia

A learning disability related to the acquisition of mathematics skills e.g. understanding the oneness of one and remembering numbers bonds, tables

Dyslexia

Pupils having a marked and persistent difficulty in learning to read, write, spell and organise their learning despite progress in other areas.

Dyspraxia

Pupils with impairment of gross and fine motor skills.

Education Health Care Plan

An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or disability. It is drawn up by the local authority after a needs assessment has determined that an EHC plan is necessary.

Graduated Approach

A plan of action and intervention that helps children who have special educational needs. The approach recognises that there is a continuum of special educational need which may require specialist intervention to support the difficulties that the child is experiencing. It consists of a continuous cycle of assessing, planning, implementing and reviewing that enables professionals continually to reflect on their approaches to meeting a child's needs.

HI

Hearing Impaired

IPM Individual Provision Map

Outcomes are identified and interventions are planned to achieve these outcomes in a given amount of time. IPMs are put together with input from the parents/carers, child/young person, teacher and SENDCo. They are reviewed each term.

Inclusion

School provides a flexible curriculum and increased capacity to meet needs of all pupils.

Integration

Where a child fits into existing school provision and curriculum.

MLD Moderate Learning Difficulties.

Pupils whose attainments are significantly below expected levels in most areas of the curriculum

Outcomes

What we want the child to achieve as the result of the interventions that we put into place. Assessment of the child's needs lead to clear outcomes and interventions are planned and continuously modified to meet the outcomes.

PD

Physical Disability

PMLD Profound and Multiple Learning Difficulties.

Pupils with complex learning needs and other significant physical difficulties

SALT

Speech and Language Therapist

SEN Code of Practice

Practical guidance to Local Education Authorities and the governing bodies of all maintained schools

Scotopic Sensitivity

Visual stress that causes distortions of words/letters on the page e.g. letters may appear to move on the page or change size. It is caused by difficulties in the interaction between the central nervous system and the eyes.

SEND Special Educational Needs and Disability.

A child or young person has SEND if they have a special educational need or disability which calls for special educational provision that is additional or different from normal provision.

FAQs: Special Educational Needs July 2018

Frequently asked questions, with answers provided by Porthleven School SENDCo in liaison with parents of pupils with SEN.

1. How does Porthleven School know if children need extra help?

National guidelines provide us with information about the level of achievement in reading, writing, maths and science that children should reach at particular ages. We carry out lots of assessments each year, right from entry to the Reception class (Foundation Stage Profile), and this enables us to determine whether a child is well above, above or at age related expectation, below or well below age related expectation. If a child is below or well below age related expectation we need to provide extra help to enable him/her to reach age expected attainment.

In other areas such as emotional and social or physical development there is no national data to guide us. However, our observations during work and social interactions can alert us to a child who needs support in other areas. Recently, we have invested in an Emotional Literacy assessment pack which enables us to gauge the level at which a pupil may be working.

2. What should I do if I think my child has Special Educational Needs?

Talk to your child's teacher. If you feel that it is appropriate ask for the school SENDCo to be present at the meeting too. Make notes of your concerns before the meeting: it is always easy to forget some of the important points if they are not written down. If behaviour is a concern, note dates when your child was struggling. Is there a pattern to the behaviour?

3. What if my child has extra needs that have not been identified yet?

Your child will be continuously monitored and any new concerns would be picked up by the class teacher or TA. You would then be invited to meet with us to discuss our concerns and how we would support your child with them in school. If our interventions do not have a positive impact we can ask for advice from another professional such as an Educational Psychologist. This would only happen with your permission.

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

Primarily the class teacher with support and guidance from the SENDCo (Special Educational Needs or Disability Co-ordinator), but all adults working in the classroom will have a role to play. In addition, other adults who come in to contact with your child will be aware of their needs and mindful of any support they may need.

5. What experience does the school have in dealing with my child's needs? Is there consistency across the school?

The SENDCo, teachers and TAs regularly attend training courses based on special educational needs and training also takes place within the school. The Headteacher, Deputy Head teacher, Literacy Co-ordinator, Numeracy Co-ordinator and SENDCo do regular observations in the classrooms. One of the purposes of this is to ensure that approaches in each class are consistent, including strategies used to teach and support children with SEN. The SENDCo also ensures that each child with SEND (Special Educational Needs or Disability) has everything he/she needs to access the lesson: to be able to take part and learn.

6. How will my child's needs be communicated to the relevant staff?

All SEND paperwork is passed on from one class to the next. In addition, there will be verbal communication between teachers, SENDCo and teaching assistants to ensure that information is passed on and kept up-to-date. Your child may produce a communication passport which details their strengths and difficulties, signs that he/she is becoming anxious and effective support strategies. This can be seen by any adult who works with your child. We also rely on parents and carers to pass on relevant information as soon as possible.

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

Teachers are required to differentiate their teaching and the learning to meet all needs of all pupils. This means that their presentations will be a mixture of talk, visual material and hands on practical activities. The learning will take place through practical investigation, writing, drawing, talking, paired work or small group work and there may be a need for one-one work between the child and a teaching assistant or the teacher. Access arrangements (strategies that help pupils to learn and demonstrate their learning) may be specific for individual pupils. For example, a dyslexic child may need to use blue paper instead of white, a child may need an adult to scribe while he/she dictates, a pupil may need extra time during tests etc. The starting point of the learning will ensure that the subject is accessible to your child. Sometimes, a specific programme of work is devised to support a child's needs. Sometimes, children work outside the classroom with an adult, to ensure that their needs are well provided for.

8. How will school staff support my child?

Teachers and teaching assistants strive to give all children, including those with SEND, the strategies to promote independence. Therefore, we try to avoid one adult working with one child for continuous periods of time, as much as we can. We support SEND children in pairs or small groups with 1:1 support only for very specific and individual needs e.g. speech and language therapy, exercises guided by a physiotherapist, British Sign Language for deaf children, Emotional Literacy support etc.

SEND children with social and emotional or communication needs will be supported during playtimes and lunchtimes by trained TAs.

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

The assessment information for your child is studied and interventions are chosen to strengthen areas of weakness. You will be included in the discussion about which programmes to choose and your child may also have a say. Some interventions need to take place on a daily basis and some less often. The impact of each intervention is monitored and, following a given period of time, a decision is made whether to continue with the intervention, modify it or change it completely. It is important that children with SEND do not miss out on lots of whole class experiences and learning as this can have an impact on self-esteem, confidence and social skills. Therefore, this is taken into account when planning the level of support.

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

Parent consultation meetings take place in the Autumn and Spring term with a written report sent to you during the Summer term. You can request a meeting following the report if you wish. In addition, the class teacher will maintain an open dialogue with you regarding your child's progress. You and the teacher can request a meeting at any time. If your child has an Individual Provision Map (for children at the SEN Support level of need) you will be invited to a meeting with your child, the class teacher, the SENDCo and sometimes a TA once each term to discuss progress and set new outcomes.

11. What support will there be for my child's overall wellbeing? How will my child know who he/she can go to if he/she is worried about something? How will you make sure that my child has the confidence to ask for help?

We run a number of interventions that can support a child's emotional needs: Emotional Literacy, Draw and Talk, anger management, Pyramid Club, Socially Speaking etc. Teachers and TAs are quick to spot a child who is struggling with low self-esteem or confidence and there are strategies in place in all classrooms to promote a child's self-image. All SEND children are given the same opportunities through school with regard to the curriculum, clubs, trips and residential visits and individual differences are celebrated through the whole school ethos. Action to solve peer disputes is swift and bullying is not tolerated. Children are encouraged to speak to a named adult if they have particular concerns. This person is often a TA, as teachers cannot always be available to help due to other commitments.

12. How understanding and tolerant are the children who do not have special educational needs, towards their peers who do?

There are children with SEND in all our classes. They are not treated any differently to pupils without SEND and lack of understanding or tolerance is not something we experience. Our children are, in most cases, very accepting of each others' differences. Issues are swiftly dealt with if they arise.

13. What support is there for my child over break and lunch times?

A lunch time club takes place in the Learning Zone. Children attend if they find the lunch period overwhelming, either in the dining room or on the playgrounds. Lunch club provides a calm place to eat and a friendly and secure place to play quiet games afterwards. Many children with difficulties on the autistic spectrum enjoy attending. They are encouraged to spend some time outside towards the end of the lunch period and calm group activities can be organised if required. The lunch time supervisors are made aware of children who may find the lunch period difficult and teaching assistants can be made available to supervise if necessary.

14. When things go wrong in the classroom or on the playground, how are things investigated so that blame and sanctions are fairly apportioned?

When all parties have calmed down, individuals are given the opportunity to tell their side of the situation 1:1 with an adult. Reliable eye witnesses are sought. Efforts are made to find out what occurred prior to the incident and, if there is a behavior plan, it is reviewed to make sure that all the appropriate steps have been taken. Discussions take place to make sure that all the children involved understand the consequences of their actions and the reasons for any sanctions. Where possible, sanctions are restorative: they are designed to make up for the inappropriate behaviour e.g. a child who has been unkind to a peer will be expected to do something kind to make up for this.

15. What will the homework expectations be for my child? How can I communicate with the teacher if my child has struggled or if I have had to give lots of help?

Homework will be linked to the classroom learning and will be differentiated to meet your child's level of ability. If your child struggles or you feel that he/she has spent too long but not yet finished, it is acceptable to hand in unfinished work with a note from you to explain the reasons. It is fine to write on the homework page. We encourage parents/carers to support their child with homework but please do not do it for them. Alert the teacher to the fact that it is too hard and this can then be addressed in the classroom. Sometimes, children appear to have understood something covered in class but, due to memory difficulties, may have forgotten by the time they have to do homework. This is not uncommon when children have SEND.

16. What I.T. facilities are available to support my child's learning? How flexible is its use?

IPads are available for individual use but cannot be allocated to one individual for continuous use due to limited numbers. All pupils have access to computers in the IT suite. Some SEN pupils have access to lap-top computers. Unless recommended by an external professional, (educational psychologist, occupational therapist, physiotherapist, physical disability advisor etc.) pupils would not use only IT to record but would continue to produce some handwritten work.

17. How will you shine a light on my child's strengths?

All SEND children have access to all subjects in the curriculum. All efforts and successes are rewarded through individual class rewards and whole school reward systems. If a pupil has a particular skill or interest, this will be incorporated into other learning where possible. Pupils are always encouraged to share successes that occur outside school: trophies, certificates etc can be presented during school assemblies. Pupils are also rewarded for personal skills such as manners, confidence and resilience.

18. What support is in place to help my child with tests?

Scribes and readers can be provided and sometimes extra time. We have to consult with the guidelines provided by the Department for Education before providing support for end of key stage tests as there is specific criteria that must be met.

19. How will the school support my child through the transition from key stage to key stage and beyond?

Transition is a crucial time for children with SEND therefore we plan very carefully to ensure that it is successful. At the end of the summer term your child's class teacher will talk to the next teacher about learning, physical, communication and social needs and will also pass on written notes about interventions that have been successful and those that have not. SEND children are supported by TAs to produce a Communication Passport. This details, in the child's own words, things they do well and find difficult, signs that they are becoming stressed and how to help them. This then goes to the next class to be given to the teacher and TAs. During the last week of term all our children spend at least three days with their new teacher in the new classroom getting used to a new environment and perhaps some new routines. Extra days are organised for some SEND children. When children move to secondary school a detailed package of support is put into place, including extra visits with a current TA, photos of key places and people, visits outside the school day, visits to our school by a key person from the secondary school etc.

We also organise positive endings: a celebration of the year, things that have gone really well, how contact with the teacher and TA can be maintained even though the child is moving on.

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

All staff have had First Aid and Safeguard training. All outside doors are closed and locked to outside access as soon as the school day begins. There is a high perimeter fence surrounding the school grounds and the gate is locked during the school day. Children are not allowed out of the school building unsupervised and all activities inside the school are also supervised by an adult. All volunteers are CRB checked before contact with children is permitted. The SENDCo ensures that Teachers and TAs are made aware of individual needs that are linked to safety e.g. mobility issues, hearing or vision difficulties, attachment difficulties etc. and provision to maintain safety is put into place as part of a Safety Plan or Medical Plan.

The Safeguarding Governor, Clair Roberts, also regularly reviews safety in school. Her recent discussion with KS 1 and KS 2 pupils revealed that they all felt safe in school, the only time they could think of when they might not feel safe would be if they were outside and could not see an adult. The feeling was that they trusted adults in school to keep them safe.

21. How accessible is the school environment?

Slopes and a stair lift ensure that Porthleven School is accessible where mobility is a concern. There are rails at all steps.

22. **Who can I contact for further information?**

Special Education Needs and Disability Co-ordinator (SENDCo): Alison Broome abroome@porthleven.cornwall.sch.uk 01326-562249

Headteacher: Duncan Ratcliffe headteacher@porthleven.cornwall.sch.uk 01326 562249