



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

At Halwin School we aim for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Aims and Objectives

- The governing body and Staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the appropriate governor has been informed by the LEA that a pupil has special educational needs, that these needs will be made known to all who are likely to work with them.
- The staff and governors of the school are aware of the importance of identifying and providing for those pupils who have special educational needs, and those who are gifted and talented.
- The Headteacher, staff and governors will draw up and report annually on the policy and effectiveness of the school's work for pupils with special educational needs.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is practical and compatible with the pupil receiving the necessary provision, the efficient education of other children in the school and the efficient use of resources.

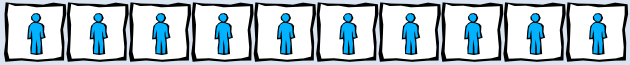
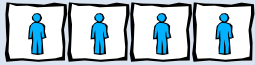

Responsible Persons

The responsible person for SEND is Mrs V. Tamblin




The governor responsible for SEND is Ms R. Bickerton

The levels of support and provision offered by our school




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"> • Views and opinions of all pupils are valued. • Pupil voice is represented in all aspects of school: <ul style="list-style-type: none"> Student council Team Captain and Vice Captain Wow and Now boxes Pupil Conferences SCITT council (Trust) 	<ul style="list-style-type: none"> • SEND pupils are included in all consultation groups. • Additional provision is developed in light of student voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil. • Pupils views are an integral part of TAC meetings and SEN reviews • All documentation is presented in a format that is accessible to the pupil. • All children on SEN register have a Learning Passport which they help to write




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • Parents and carers attend progress review meetings • Pupils mid-term reports are sent home each term. • Parents Questionnaire sent home annually • Parents encouraged to use 'parent view' • Where necessary parents are given support to access multi-agency support. 	<ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their chn at home. • Virtual sites such as 'phonicsplay' and 'mymaths' are available to support learning at home. • Parents are able to contact school about concerns at any time. 	<ul style="list-style-type: none"> ○ Parents and carers are supported in attending, and are actively involved in, all TAC meetings and reviews where their views are an integral part. ○ All documentation is presented in a format that is accessible to parents. ○ All children on the SEN register have a Learning Passport which is agreed by children and parents




3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of ability have full access to the curriculum. • All pupils boost their independent learning skills through systems such as learning buddies, 5 B's (Brain, book, board, buddy, boss), RUCSAC, • Half termly data tracking and pupil progress meetings identify pupils who need specific interventions. 	<ul style="list-style-type: none"> • Intervention packages are needs lead. • The progress of all students taking part in intervention groups is measured on a half termly basis. • The intervention packages are adapted in light of pupil progress. • Small group intervention includes a variety of personalised and published programmes. 	<ul style="list-style-type: none"> • Pupils are supported in accessing all areas of the curriculum regardless of their SEN, with adult support where necessary.




4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The whole school uses a differentiated approach to ensure the progress of all pupils. • Lessons are carefully planned to include clear stages, regular 'mini-plenaries' and different learning styles. • Learning objectives are shared and 'remember-tos' discussed and referred to. • Pupils' work is regularly marked using Wow points in green and now points in pink. Pupils respond to all marking with a focus on next steps. • English and Maths are priorities for all staff: appropriate key vocabulary, story-telling language and appropriate punctuation are displayed. • Alternative ways of recording are used. 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Teaching assistants/class teachers work with small groups to: Ensure understanding; facilitate learning; foster independence; keep students on task. • Independent learning is supported by the use of technology e.g. ipads, talking tins and other appropriate items. 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for pupils who need more intensive support. • Outreach from appropriate agencies requested for advice on teaching and learning.




5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils boost their independent learning skills through systems such as learning buddies, 4 B's (Brain, board, buddy, boss), RUCSAC, • Appropriate resources are available in all classrooms to promote independence • All students have access to a regular homework club. 	<p>Students have personalised equipment to help them learn such as talking tins, overlays and number squares Where necessary students have access to: visual timetables; task cards; and prompt cards.</p>	<p>Additional support is shared to build resilience in the young person so that they have self-coping strategies for when and if the TA is absent. When appropriate personalised task boards and timetables are available to support independence.</p>




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • PSHE lessons include all students • Pupils have access to a school nurse on a referral basis. • Risk assessments and safety policies are in place to ensure all children are safe within the school. • Resilience is promoted through competitive sports events available to all where appropriate. 	<ul style="list-style-type: none"> • If appropriate intervention groups to help self-esteem issues are available. • Bereavement counselling can be sort upon request. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies. • Boxall profiling or similar is used to tailor provision. • Additional support for pupils can be requested from: CAMHS; social care; youth centres; dreadnought; Penhaligan's friends; CLEAR; Suzy project; Gwennak Kernow etc • Students with specific medical conditions have an individual health care plan.

7. 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"> • All areas of the school are accessible to everybody. • Wheelchair access is available to all classes. • Pupils feel safe in an environment where bullying absolutely minimal and dealt with effectively. • There is a designated 'Designated Safeguarding Officer' (and deputies) and a named Child in Care teacher. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. 	<p>Access to specialist equipment and resources is available where appropriate. Quiet areas are available when needed.</p>	<p>Designated teaching areas are available Dedicated resources matched to pupils' needs can be available.</p>

8. 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> 
<p>Strong links with the on-site pre-school. EYFS teacher clearly identifies pupils who may need extra support through transition sessions. EYFS transition is well planned and takes place regularly and progressively. EYFS teacher visits pre-school to aide transition.</p> <p>There are strong links with the receiving Secondary school. Pastoral leads identify pupils who may need extra support.</p> <p>Taster sessions happen throughout the year and in a variety of curriculum areas.</p> <p>Two days of visits to receiving school.</p> <p>Following visit from Transition team including Year 7 pupil mentors.</p> <p>Transition link Governor 'Get to Know' visits.</p> <p>'Move up' morning across the school allows all pupils to work with their new teacher.</p>	<p>SENCo liaises with Pre-school and Secondary school to ensure all information is shared before transition.</p>	<p>Where necessary, individualised transition programmes are put in place.</p>

Answers to Frequently asked Questions

- 1 How does your school know if children need extra help and what should I do if I think my child may have special educational needs?
We use a variety of assessment strategies which are monitored half termly to ensure the progress of all children. If your child is not making progress then further investigative measures will take place.
2. Who is responsible for the progress and success of my child in school?
The overall responsibility for your child's success lies with the head teacher and governing body, being supported by class teachers, teaching assistants, yourselves and your child.
5. How will I know how my child is doing and how will you help me to support my child's learning?
The school works in partnership with all parents and carers. Parents and carers attend progress review meetings. Pupils' mid-term reports are sent home each term.
6. What support will there be for my child's overall wellbeing?
Our school has a family centred approach which ensures the emotional wellbeing of all of our pupils.
7. How do I know that my child is safe in school?
Risk assessments and safety policies are in place to ensure all children are safe within the school.
9. What SEND training have the staff at school had or are having?
Our SENCo has completed the National Award for SENCos. Some TAs have had training in Hearing support, Dyslexia Support and a variety of intervention programmes. Our Learning Mentor has been trained in Emotional First Aid.
10. How will my child be included in activities outside the classroom including school trips?
Provision is made for all children to take part in all learning activities.
13. How are the school's resources allocated and matched to children's special educational needs?
Appropriate resources are available in all classrooms to help all children.
14. How is the decision made about what type and how much support my child will receive?
Staff, parents and other professionals (where appropriate) will meet and discuss the provision and support each child needs. Regular pupil progress meetings between the Headteacher and class teachers lead to adjustments in interventions given to children on an individual basis.
15. Who can I contact for further information?
You can contact us at school or Parent Partnership.

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

Contact us at school, but if you feel your need is still not being met please refer to our complaints policy.

17. How is your local offer reviewed?

We review our local offer yearly, or at a time where individuals needs necessitate.