

Local Offer for Special Educational Needs and Disability

Devoran School



Approved by:	Devoran School Governing Body	Date: 10 th November 2020
Last reviewed on:	November 2018	
Next review due by:	November 2022	




“At Devoran we aim to develop pro-active and responsible citizens who are prepared to face problems in an ever-changing world; we aim to nurture awe and wonder and encourage critical and creative thinkers who become autonomous learners that value taking risks and working together to create a better future.”

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Sarah Kerrison 01872 863223

The levels of support and provision offered by our school

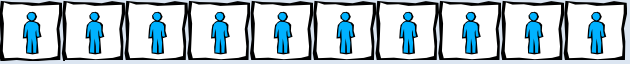
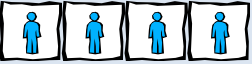

We offer a Graduated Response to the level of need of each child, as laid down in the New Code of Practice, 2014. Initially, pupils for whom we are concerned are placed ‘On Alert’ which means that they are monitored closely prior to consideration being given to SEN Support. Pupils who are identified as having Special Educational Needs requiring ‘additional or different’ support are placed at the SEN Support Level of our Record of Need and are subject to a termly ‘Assess, Plan, Do, Review’ cycle. Pupils with significant needs are subject to an integrated Education, Health and Care Plan (EHCP). These pupils are also part of the Assess, Plan, Do, Review cycle.

1. Listening to and responding to pupils and young people




Whole school approaches The universal offer to all pupils and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views and opinions of all Pupils are valued. • Through the Pupil Parliament the student voice is represented in all aspects of school. • Pupils are involved in staff recruitment process 	<ul style="list-style-type: none"> • Pupils with SEND are questioned about their views on their provision during conversations with their class teacher, intervention sessions and at their IPP meetings throughout the year. 	<ul style="list-style-type: none"> • Pupils views are an integral part of IPP meetings and annual reviews where their views are sought for target setting as part of the APDR (Assessment, Plan, Do, Review) cycle.

- Captain of School Houses




2. Partnership with parents and carers

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers; their views and opinions are valued and listened to. • Parents/Carers are included on the Governing Body • There is a Parent, Teacher and Community Group (PTCA) which all parents and members of the community can join. • Parents are invited to 'Meet the Teacher' meetings at the beginning of each year. • The school website is regularly updated with news and information for all parents/carers. • The parents and carers of all pupils are invited to attend two parents' evenings and receive written reports once a year. • All pupils are sent home with knowledge organisers and maths and literacy fundamentals relevant to their year group. 	<ul style="list-style-type: none"> • Parents are informed if their child is placed on the Record of Need (RON) and as a result is receiving additional support. • Parents are able to contact the SENDCo – Mrs Kerrison at any time to arrange a meeting to discuss concerns. 	<ul style="list-style-type: none"> • Parents and pupils are invited to attend annual reviews and IPP meetings as part of the APDR cycle. • Parent/Carer views are an integral part of all SEN reviews. • Parents/Carers are invited to attend relevant SEN training as appropriate. • Parents attend and views are sought during multi agency meetings.

3. The curriculum




<p>Whole school approaches. The universal offer to all pupils and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is broad and balanced and designed to address the needs of all students. • All pupils have curriculum targets to work towards. These are shared with parents. • School trips take place for all pupils to enhance the curriculum. • Assessments such as the Dyslexia Screening Tests, phonics screening and DCD questionnaires are used to identify pupils who need specific interventions. • Pupils have the opportunity to go out into the community on visits for days and on residential trips. 	<ul style="list-style-type: none"> • Where pupils are identified as needing extra support then additional targeted interventions will be put into place. • The progress of pupils taking part in intervention groups are measured on a regular basis. • The intervention groups and packages are adapted in light of pupils' progress. • Small group intervention can include: <ul style="list-style-type: none"> -Literacy, reading, comprehension, spelling, writing etc. -handwriting -numeracy -speech and language -keyboard skills -co-ordination development skills -social skills etc. • The curriculum is differentiated to meet the needs of all learners. • Groups of pupils may be given extra group support by a teaching assistant. 	<ul style="list-style-type: none"> • Pupils who have an Education, Health and Care plan may, at times, have adult support in order to allow them to access the curriculum.

4. Teaching and learning

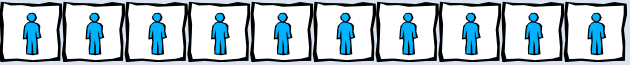
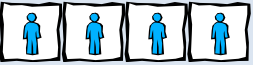

<p>Whole school approaches</p> <p>The universal offer to all pupils and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The whole school uses a dyslexia friendly approach to teaching and learning. • Learning Intentions are displayed and discussed. • A whole school monitoring cycle ensures quality first teaching in all classes. • All pupils' work is regularly marked against the Learning Intention and pupils are given feedback on their learning and guidance on how to move their learning forward. • A range of resources are available for all pupils to access. • Alternative ways of recording information are used. • A range of teaching styles are used to engage all learners. • Pupils use 'Steps to Success' and 'toolkits' to help them with their writing. • Peer and self-assessment takes place regularly. • Analysis of pupil progress data is undertaken by Senior Leaders and this informs provision. • Specialist Sports Coaches 	<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. • Pupils placed in small groups to:- <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep on task. • Independent learning is supported by the use of technology, for example: <ul style="list-style-type: none"> - Laptops - iPads - Talking Tins • SENDCo monitors learning of pupils on the Record of Need. • Interventions are monitored by teachers and Senior Leaders at pupil progress meetings. • Homework support is available within class. • Group support may also be put in place for pupils in Year 6 in numeracy and Literacy – this support is usually targeted to pupils who may otherwise struggle to achieve 'National' standard in maths and literacy. 	<ul style="list-style-type: none"> • Pupils will be given an Individual Provision Plan (IPP) with targets relating to their individual needs or EHC Plan statement objectives. This will be shared with parents three times a year. • Precision teaching for Spelling • Now/Next Boards • Individual Speech and Language targets • Use of task management boards to assist working memory • Recommended provision will be put in place, monitored and reviewed for pupils who need more intensive support, e.g. for those who have been referred to one of the SEN Support Services, such as: Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Cognition and Learning, Physical and Medical Needs Advisory Service or the Hearing/Vision Support Teams. • Adult support will be available for those students whose needs may include sensory loss, autism, physical disabilities etc as outlined in their EHC Plan. • 1:1 provision may also be put in place for

<ul style="list-style-type: none"> • Topic based learning. • An emphasis on outdoor learning – including opportunities for overnight camps in years 3, 4, 5 and 6. • All pupils will have access to universal, quality first teaching from a qualified teacher. 		<p>pupils in year 6 in numeracy and Literacy – this support is usually targeted to pupils who may otherwise struggle to achieve ‘National’ standard in maths and literacy.</p> <ul style="list-style-type: none"> • Access arrangements are put in place for internal and external tests and examinations according to national criteria being met. (Additional time/readers/rest breaks/ scribes etc)
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5. Self-help skills and independence

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Independent learning has been a whole school focus. • Resources are labelled and available to pupils to choose from in all classrooms to aid them with their work • Learning walls in all classrooms. • Key vocabulary displayed in all classrooms. • Group learning to encourage independence. • Provision of left-handed scissors in all classrooms. • Year 3, 4, 5 and 6 camp offered to all pupils. 	<ul style="list-style-type: none"> • Pupils have access to personalised equipment such as talking tins, task management boards, overlays, ear defenders and timers to help them to develop their independent learning. • Where teaching assistants are in the classroom they facilitate independence. • Pupils have access to: <ul style="list-style-type: none"> - Visual time-tables - Steps to Success - Word lists 	<ul style="list-style-type: none"> • Personalised visual timetables and task boards are in place to support independence • Individual work stations are available in classes where there is an identified need. Resources immediately available include: now/next, choosing boards, concrete apparatus, task management boards. • Calm spaces are set up in classes where there is an identified need. Sensory boxes and equipment is readily available. • Teaching assistants working one to one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, learning walls etc. • Access to disabled toilet • Specialised seating available if need identified. • Individual Provision Plans and objectives

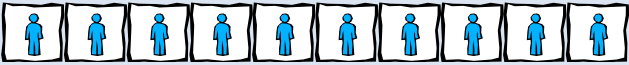
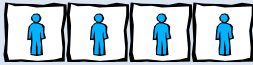

6. Health, wellbeing and emotional support

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<ul style="list-style-type: none"> • Social and Emotional, wellbeing and physical and mental health needs Information for each child may be recorded using CPOMS. • A 'Vulnerable Children' document is regularly updated for each class and shared with relevant staff. • PSHE lessons and assemblies include all pupils. • SENDCo co-ordinates the provision for pupils with wellbeing, emotional and social, physical and mental health needs. • There is a number of named members of staff who deals with social and emotional issues as they arise. • A range of school based clubs are available to all pupils from Year One upwards. • Healthy school status – water fountains in classrooms and healthy snack at playtime – fruit is provided for all pupils in foundation stage and Key Stage 1. • Risk assessments carried out. 	<ul style="list-style-type: none"> • Co-ordination/Fun fit interventions delivered as appropriate. • Quiet clubs at lunchtime – Library Club • The SENDCo or a named member of staff will work with pupils on an occasional or regular basis who are experiencing emotional/social difficulties. • Emotional risk assessments carried out. 	<ul style="list-style-type: none"> • IPP, annual reviews and Early Support meetings are supported by a range of agencies where appropriate. • Trauma Informed Schools screening tailors provision to need. • Pupils with specific medical issues have an individual health care plan. • Individual Emotional Risk Assessments are regularly updated for a number of highlighted pupils. • 1:1 sessions with a named member of staff or play therapist to support pupils with emotional and social difficulties. • Referrals can be made to the Early Help Hub through the SENDCo. • Involvement of Child and Adolescent Mental Health Service (CAMHS.) Referrals can be made through school for pupils who are experiencing more serious emotional difficulties where other interventions haven't been successful. • Additional support for pupils can be requested from the Health Visitor, Family Group Conference, Parenting Programmes, School Nurse, Play Therapist, Penhaligon's Friends or the Family Support Service.




7. Social interaction opportunities

<p>Whole school approaches The universal offer to all pupils and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Group work in classes. • Our curriculum is planned to develop skills such as working together, co-operation, communicating with others and independent learning. • All pupils are invited on trips and visits. 	<ul style="list-style-type: none"> • Small group interventions are available such as 'Time To Talk' and through Motional Assessments via TIS (Trauma Informed Schools) • Transport can be arranged to take pupils with SEN home when they attend after school activities. 	<ul style="list-style-type: none"> • Teachers and TAs use 'Social Stories' and 'Comic Strip' with individual pupils. • Referrals can be made through school to the Speech and Language Therapy service (SALT). If a child is assessed as needing support then this will be delivered in school in addition to work being done at home.

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

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<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those pupils with SEND. • There are three named 'Designated Safeguarding Officers'. • All areas of the school are uplifting, positive and support learning. • All staff focus on rewarding good behaviour to promote a positive learning environment. • The Behaviour Policy is robust and consistently applied throughout the school. • All classrooms are accessible for wheel chairs. • The school site is fenced securely; no access can be gained during the school day except through the main entrance which is also kept locked. • All staff and visitors wear identification lanyards. • All staff and visitors are required to sign in. • There are qualified First Aiders. 	<ul style="list-style-type: none"> • There are named adults who are 'Team Teach' trained. • Some toilets are adapted by height. • Differing heights of tables and chairs available. 	<ul style="list-style-type: none"> • There is a disabled toilet with room for a hoist if needed. • If required, pupils have individual risk assessments. • Some coat pegs are adapted by height. • Specialist equipment and furniture in lessons is available which enables disabled students to be independent. • The playground, classrooms, halls and corridors have been made accessible for pupils with sensory and physical needs. • Calm areas/spaces are made available if/when needed.

9. Transition from year to year and setting to setting

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<ul style="list-style-type: none"> • All pupils spend an afternoon with their new teacher and other year group staff prior to the summer holidays. • Transition meetings are held between teachers to ensure transfer of information. • Secondary staff visit and support in feeder primaries. • Taster days for pupils in years 5 and 6. Year 6 pupils are invited to spend two or more induction days at their allocated secondary school. 	<ul style="list-style-type: none"> • Pupils identified with SEN may be given the chance to spend additional days at their allocated secondary school dependent on area of need. • Some secondary schools hold SEN information evenings to provide the opportunity for parents to meet the SENDCo and ask questions prior to transition. • The Foundation Stage Teacher and occasionally the SENDCo visit Pre-Schools to highlight potential areas of need of new intake. • The Foundation Stage Teacher offers home visits to all new intake pupils' homes. 	<ul style="list-style-type: none"> • The secondary SENDCos are invited to attend year 5 and year 6 annual EHCP reviews. • SENDCo and Foundation Stage teacher attend Multi Agency/Transition Meetings with Pre-School as required. • Pupils who have an EHC plan will have a series of transition meetings held to ensure information and plans are fully put in place prior to move. Parents and teachers of both schools are invited to attend. • Photos of new staff, classroom etc sent home in Summer holidays for parents to use to familiarise pupils with changes. • The summer terms IPP objectives and additional SEN paperwork are prepared by the current class and shared with the new teacher. • SENDCo ensures all SEN class folders containing individuals current SEN information are up to date by the beginning of the Autumn Term.

10. Services and organisations that we work with

Service/organisation	What they do in brief	Contact details
Speech and Language (SALT)	Referrals can be made through school to the speech and language therapist. The child will then be assessed and if needed targets given. These targets will need to be worked on at home as well as in school.	Speech and Language Therapist Truro Health Park, Infirmary Hill, Truro TR1 2JA
Educational Psychologist	The Educational Psychologist works closely with the SENDCo covering a range of work such as observing pupils, supporting staff in school working with specific pupils and working closely with the SENDCo on a range of matters. Pupils have to be referred to the Educational Psychologist and this would only be after a period of intervention has taken place in school and at home.	Referrals can only be made through school. Please contact Mrs Kerrison for more information.
Child and Adolescent Mental Health Service CAMHS	Can offer support to pupils to have complex mental health needs. A referral will have to be done by home, school or the school nurse.	http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp 01872 221400
The Early Help Hub	A flexible multi-disciplinary service dedicated to providing the right level of targeted, effective support to address the needs of a child and their family.	www.cornwall.gov.uk/earlyhelphub 01872 322277
SEN Support Services	A range of SEN services which offer visits to assess pupils with a range of SEN individual needs.	Please contact Mrs Kerrison for more information as referrals to the Cognition and Learning, Physical and Medical Needs, Vision and Hearing Support Teams can only be made through school.
Autistic Spectrum Team	The Autism Spectrum Team supports young people	Please contact Mrs Kerrison for more information.

	with autism of school age.	
SENDiASS	Information, advice and support for any child or young person aged 0-25 with a special educational need or disability and their parents and families.	01736 751921

11. Pupil Progress:

We use continuous formative assessment to inform planning and pupils' progress towards their targets both during each lesson and after it. Marking of work provides immediate feedback and ongoing dialogue with individual pupils. Pupils are given time to ensure they respond to marking of previous days' lessons. Peer and self-assessment takes place on a daily basis throughout the school. In addition, the progress and attainment of all pupils is formally assessed each term against National Age expectations.

12. How is SEN Provision tracked?

The SENDCo tracks and analyses attainment and progress data of all individuals on the RON with the class teachers and the Senior Leadership Team each term. The outcomes inform provision for the next term. The SENDCo meets with the SEN Governor to monitor provision and progress and provides a written report to the Governors. All pupils on the RON are part of a termly Assess, Plan, Do and Review cycle.

13. If you wish to complain:

Any complaints about SEN Provision should be raised through the School Complaints Policy which can be found on the school website.

Answers to Frequently Asked Questions

1. How does your school know if pupils need extra help and what should I do if I think my child may have special educational needs?

If you are concerned about your child's progress or any other difficulties that they may be experiencing, please talk to their class teacher or the SENDCo – Mrs Sarah Kerrison.

Pupils are assessed at regular intervals during the school year – if a class teacher has concerns about the progress of a child (academically, emotionally or socially) then they will speak to the SENDCo and action will be decided from there. You and your child will be involved in this process.

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

Your child's class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home. It is also important that parents and carers read regularly with their child.

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

The curriculum will be differentiated to meet the needs of all learners. This may be by pupils having different work to do, having a different expected outcome, extra resources or extra adult support in class.

4. How will school staff support my child?

This will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow pupils to work independently.

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

Your child will receive a school report once a year and there are parents' evenings and opportunities to meet the teachers during the year. You are also free to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

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

All staff in school are there to ensure that your child is safe and happy in school. For pupils who are experiencing emotional difficulties it may be that they can work with one of the members of staff who are Trauma Informed Schools practitioners. They have a wide range of experience with interventions covering social, emotional and wellbeing development. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact Mrs Kerrison about your concerns and she can make a referral for you if necessary.

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

Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. We have a number of members of staff who are trained in first aid – please ensure that the office are made aware of any health needs that your child has. There is also secure access to the school.

8. What specialist services and expertise are available at or accessed by your school?

We have a large team of experienced and dedicated teaching assistants who have experience of working with pupils with a wide range of needs such as autism, moderate and severe learning difficulties, sensory needs, speech and language and social and emotional needs. If school staff think it is appropriate, then advice from outside agencies can be sought. All class teachers have experience of teaching pupils with additional needs.

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

All pupils will be able to be included in school trips. The exception to this would be if a child's behaviour is a risk to themselves or others.

10. How accessible is the school environment?

All areas of the school are accessible to everyone including those pupils with SEND. Additional adaptations to both the outside and inside of the building have been completed as required to ensure all pupils have equal access to the physical environment of the school.

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

If your child has an Education, Health and Care plan then this will be discussed at their annual review. Class teachers and support staff meet at the end of each year to plan the transition. Some pupils may be given extra visits to their new class or a transition book to look at over the summer. Pupils with additional needs who are transferring to secondary school have in the past had a series of additional transition sessions at their secondary school.

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

Pupil progress meetings are held three times a year. The progress of all pupils is discussed in these meetings and if any additional support is needed then it will be discussed at these meetings. You will be kept informed of any additional support that your child receives. You will be kept up to date with your child's progress through school reports and parents' evenings. Pupils on the RON will have their IPP reviewed three times a year.

13. Who can I contact for further information?

The school's SENDCo – Mrs Sarah Kerrison.

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

Please feel free to talk to Mrs Kerrison or Miss Lock if you have any concerns.

15. How is your local offer reviewed?

The school offer will be reviewed at least every two years with consultation from parents, school staff and governors