



Padstow School.

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



Padstow School is a one form entry Primary School situated in a rural setting within North Cornwall. As part of the Aspire Multi-Academy Trust and we work closely with parents, pupils and other professional services using a structured conversation model within a graduated approach to Assess, Plan, Do and Review the impact of any interventions pupils receive.

It is our aim as a school to support for all pupils in our care to removing all possible barriers to pupils and their learning by working in partnership with parents and professional services in Health and Social Care.

In School there are currently 169 pupils on roll.

There are currently 21 pupils on the Register of DSEN within the school (12.35%)

Of this percentage of the school population, 19 pupils (11.18%) are at a school-based level with 2 pupils, (1.17%) of the school population having an Education Health Care plan as outlined in the new SEN code of Practice, 2014.

Link to Special Educational Needs Policy

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Link to Equality and Diversity Policy

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Link to Access Plan

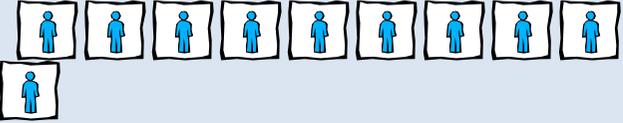
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Name and contact details of the Special Educational Needs and Disabilities Coordinator:

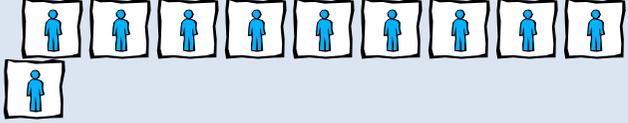
Sally Hewitt (DSEnCo) sally.hewitt@padstowschool.org

The levels of support and provision offered by the Aspire Academy Trust

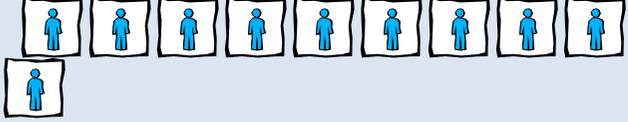
1. Pupil Voice -Listening to and responding to children

<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 views and opinions of all pupils are valued. • Pupil voice is represented in all aspects of school. • Pupil voice is heard through: <ul style="list-style-type: none"> - Questionnaires - School Council - Pupil Conferencing 	<ul style="list-style-type: none"> • Pupils with DSEN are included in all pupil conferencing. • Additional provision is developed in light of pupil voice where appropriate. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil. • Pupil's views are an integral part of TAC meetings and DSEN reviews. • Pupils' views are sought when target setting.

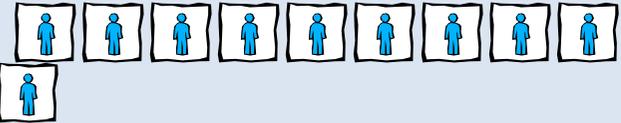
2.Partnership with parents and carers

<p>Whole school approaches The universal offer to all children</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. • The parents/carers are invited to attend parent/carer meetings. • Parent/carers know exactly who to contact if they have any concerns. • The school website enables parent/carers to understand more about what their young children are learning. 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities where appropriate. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, English and maths skills, independent homework. • Websites are available to support parents with homework. • Parents are able to contact school re concerns at any time. 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate. • Parent/carer's views are an integral part of TAC meetings and DSEN reviews. • Advocacy is available to ensure the above. • All documentation can be presented in a format that is accessible to individual parents. • Parents are encouraged to join in with school trips where appropriate.

3.The curriculum

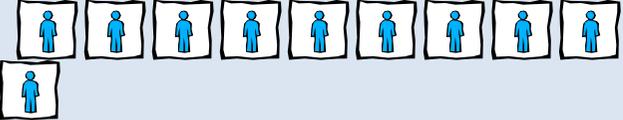
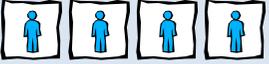
<p>Whole school approaches. The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all pupils. • All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. • All pupils are able to increase their independent learning, maths and literacy skills through various programmes • Assessments (including dyslexia testing)/Cognitive Ability tests are used to identify pupils who need specific interventions. 	<ul style="list-style-type: none"> • Intervention packages are bespoke and needs led. • The progress of pupils taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group intervention includes: <ul style="list-style-type: none"> - English- reading, comprehension, spelling - Handwriting - Maths - Speech and language - Social, emotional and mental health 	<ul style="list-style-type: none"> • Pupils are supported in following their interests, regardless of their DSEN. • Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances pupils can be dis-applied from some subjects.

4. Teaching and learning

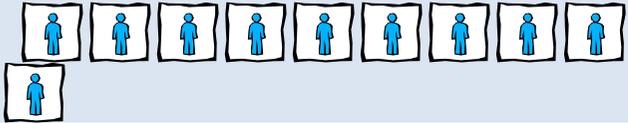
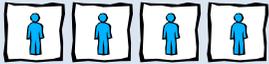
<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The whole school uses a ‘dyslexia-friendly’ approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils. • The lessons are carefully planned to include clear stages, regular progress checks and different learning opportunities. • Differentiation and groupings are identified in English, maths and science. • Learning Objectives are displayed and shared with all pupils. • Differentiated Success Criteria are displayed and always shared with pupils • Pupils’ work will be regularly marked. • English and maths are a priority for all staff: Key vocabulary and key terms should be displayed, explained and 	<ul style="list-style-type: none"> • Class based staff share information and lesson plans to ensure that pupils with DSEN have targeted support and provision. • Class based staff work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep pupils on task. • Independent pupil learning is supported by the use of technology. • Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc.). • Homework is clearly explained and differentiated for all pupils. 	<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, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Outreach from special school requested for advice on teaching and learning.

<p>discussed using a variety of different learning methods including visual prompts.</p> <ul style="list-style-type: none"> Alternative ways of recording are used. 		
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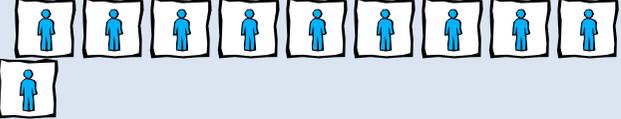
5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> Technology is available to aid Independence including the use of I-pads / talking tins and Clicker where appropriate. Resources are available in all classrooms which promote independence Pupils use 4/5 B's approach in their learning to promote independence and self-help skills and resilience. 	<ul style="list-style-type: none"> Where teaching assistants are in the classroom they facilitate independence. Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers. 	<ul style="list-style-type: none"> 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. Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. Personalised task boards and timetables are in place to support independence.

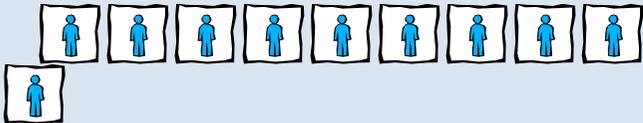
6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children</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 pupils using the R-Time and Thrive approaches. • ALL Staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. This is co-ordinated by the class teacher / HoS / SENDCo / Lead TA • Bereavement counselling available. • Pupil issues are dealt with by trained staff, as they arise. • School nurse service is available through parental referral. 	<ul style="list-style-type: none"> • Time limited and monitored groups using the Thrive Approach address: <ul style="list-style-type: none"> - emotional development - self esteem - social skills - anger management • Risk assessments using the Aspire model are carried to actively support pupils in their accessing and ensuring their health, well-being and emotional support when required. • Targeted objectives are created for individual pupils by working in partnership with parents and carers. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for pupils can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - Dreadnought - Penhaligan's Friends and other outside agencies as appropriate. • Pupils with specific medical conditions have individual health care plans.

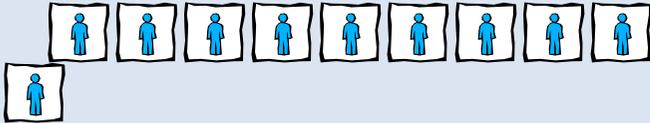
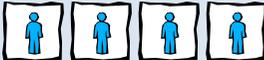
7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children</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 for social interaction, regardless of need. • All pupils are invited on trips and visits subject to necessary risk assessments and support and provision being put in place. 	<ul style="list-style-type: none"> • Transport is available to take pupils with DSEN home when they attend after school activities. • Additional support is arranged by staff in liaison with parents to allow access to social interaction opportunities beyond the school site. 	<ul style="list-style-type: none"> • Pupils individually supported by TAs or have PAs to enable their attendance at after school clubs.

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

<p>Whole school approaches The universal offer to all pupils</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 everyone including those pupils with DSEN. • All facilities have wheel chair accessible classes. • Pupils feel safe and in an environment where bullying is acknowledged and dealt with effectively. • There is a named 'Designated Safeguarding Lead' (and deputies) and a named 'Child in Care' Lead. • All areas of the school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school. 	<ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons. • Adapted toilets available. • Some toilets adapted by height. • Adjustable chairs/ tables can be made available. • There are named adults who are 'Team Teach' trained 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled pupils to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs.

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all pupils</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • There are strong links with feeder Nursery schools. Pastoral leads identify pupils who may need extra support at transition. • Primary children visit local secondary schools regularly. • Nursery/Secondary staff visit school to support transition. • Transition events are available and accessible to all pupils across key stages/year groups and settings. 	<ul style="list-style-type: none"> • ‘Buddy’ or peer systems are in place for pupils who are particularly vulnerable at transition. • Pupils identified as possibly struggling with transition have many additional visits in small groups. 	<ul style="list-style-type: none"> • The SENDCO attends annual EHC reviews. • Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.