

Kernow Learning

St Columb Major Academy Our SEND Information report

Date **28.10.19**

St. Columb Major Academy is a school which endeavours to provide inclusive learning for all pupils, including those with Special Educational Needs and Disabilities (SEND). All our children can enjoy and participate in a broad and exciting curriculum, with additional extra-curricular activities available to enhance their life experiences. Our differentiated approach to lessons makes the work accessible to all and allows each child to achieve their full potential. St Columb Major Academy's sensory room provides a designated area where children with SEND can take a time out from the hustle and bustle of daily school life and enjoy a peaceful yet stimulating environment.

Our Local Offer provides information to parents and carers of children who have Special Educational Needs and lists all the areas of support we provide or involve to support children in our care.

At St Columb Major Academy we are.....

Happy : Hardworking : Successful

www.st-columb-major.cornwall.sch.uk/our-vision-mission-aims

Link to Special Educational Needs Policy
<http://www.st-columb-major.cornwall.sch.uk/web/inclusion>

Link to our school's Equality Policy
<http://www.st-columb-major.cornwall.sch.uk/web/inclusion>

Link to our school's Accessibility Plan
<http://www.st-columb-major.cornwall.sch.uk/web/inclusion>

Name of the Head teacher and Special Educational Needs/Disabilities Coordinator: *Marie Taylor*

Contact details: head@st-columb-major.cornwall.sch.uk

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"> • The views of all children are listened to and valued. • The children’s opinions are voiced to the school through: <ul style="list-style-type: none"> Friendly listeners/Trusted adults School Council Class Rules • There is a school wide reward scheme in place, and bench mark certificates awarded in recognition of good work and good behaviour. 	<ul style="list-style-type: none"> • SEND children are encouraged to be involved with all feedback groups. • SEND children are given additional support and guidance through differentiated planning and TA group support. • Teachers use assessment and work together to monitor the progress of our SEND children. • Provision mapping is used to track targeted support. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the children through: <ul style="list-style-type: none"> ➤ Children are asked their opinions and these are included in Annual Reviews, TAC meetings and when planning IEP targets. ➤ Child friendly monitor sheets make targets more accessible to the children. ➤ The children are encouraged to talk with the SENDCO. ➤ Support staff are available to advise and help children at all times.

2. Partnership 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"> The school works in partnership with all parents and carers: The parents and carers of all students are invited to parent meetings. Children’s levels of progress are sent home each term. Parents and carers are made aware of who to contact if they have any concerns. <ol style="list-style-type: none"> 1) Class Teacher 2) SENDCO 3) Head Teacher Weekly newsletters and the school website keep parents and carers informed about what the children are learning, school events and dates. 	<ul style="list-style-type: none"> Children have the opportunity to be involved in extra-curricular clubs and activities. Parent meetings, e-Schools, homework books and letters in reading folders enable parents to see homework tasks and keep informed of class work. Parents and carers are invited to attend information sessions. Parents are able to contact school at any time to address any concerns. 	<ul style="list-style-type: none"> Parents and carers are actively invited to attend TAC, IEP and Annual Review meetings: Parents and carers views are an integral part of review meetings. Advocacy is available to ensure parent views are taken into consideration. All documentation is organised and available to parents and carers to read. Support is available to discuss and explain paperwork. SENDCO is available to discuss issues concerning children with SEND. Home/School books are provided for children when necessary.

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 children have access to the curriculum. • Extra-curricular activities are actively encouraged and provision made to attend out of school activity opportunities. • Progress is monitored across the curriculum termly. • All children have access to specific learning support resources. • Writing frames are used to support learning. 	<ul style="list-style-type: none"> • Progress of all children is regularly monitored. • Intervention work is adapted to target specific areas of need. The progress of children in intervention schemes is regularly reviewed, with the intervention being continued, modified or ceased as appropriate. • Our intervention schemes include: Read Write Inc., Forest School, self-esteem building, social skills, animal therapy and art therapy. • Teacher/TA support in Literacy and Numeracy. 	<ul style="list-style-type: none"> • Specific, directed planning will support children where it is not possible for them to access classwork. The planning will be linked to the work but adapted for individual achievement. • Dyslexia group and 1:1 support work. • Our inclusive policy ensures SEND children are a part of our every-day approach to learning.

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"> • Dyslexia and Literacy support resource boxes including Ace dictionaries, talking tins and spell checkers are used across the school. • Lessons are planned and differentiated for all students in the classroom including Visual, Auditory and Kinaesthetic teaching to support different learning styles. • Lesson objectives are made clear to the children, using success criteria so they know what they are learning and understand what they need to do. • Children are given verbal and written feedback, celebrating good work and with targets to improve their work. 	<ul style="list-style-type: none"> • Independent work is supported with technology including: Lap tops iPads Talking tins • Readers and scribes are put in place to support children in test situations. • TA support is targeted towards specific groups. • Task management boards are used to reinforce instructions/expectations, giving children step by step directions. • Provision mapping is used to monitor intervention. 	<ul style="list-style-type: none"> • Personalised and differentiated planning focussing on specific learning styles is provided, enabling independent working whenever possible. • 1:1 support is provided where necessary for more intensive support sessions. • Specialist support and advice is available from external agencies such as: <ul style="list-style-type: none"> • Educational Psychologists • Physiotherapists • Occupational Therapists • Autism Spectrum Support Team • Dyslexia Advisory Service • Visual and Auditory specialists

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 classrooms display 5 steps to independent work guide. • All classrooms have a selection of coloured reading rulers to help with their reading • All classrooms have self-help boxes for literacy and numeracy resources. • Teachers plan and encourage independent learning. 	<ul style="list-style-type: none"> • Class computers are permanently available to support children with extended writing or phonics practice. • Teachers and TAs ensure children are confident in what needs to be done before beginning independent work. • Task management boards are used to guide children through their work step by step. • Teachers talk through homework tasks with children and send supporting letters to parents to help at home. • Children taking responsibility for their own organisation in changing for PE, handing in homework, changing reading books and care of possessions is actively encouraged. 	<ul style="list-style-type: none"> • Where 1:1 support is provided, TA's encourage independent work whenever possible. • TA's use resources, questioning, and verbal prompts to help develop independent working skills. • Talking Tins, video recording and photographs are used to record children's work. • Resources from Physiotherapy and Occupational Therapy are provided where necessary to ensure children are provided with treatment and resources needed to promote independence. • Provision is made to allow children to access out of school activities. • Social skills/nurture groups are put in place where needed.

6. Health, wellbeing and emotional support

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"> • PSHE curriculum is delivered to all children • Science curriculum includes diet and healthy eating. • Themed assemblies are used to promote important issues. • Children elected as playground ‘buddies’ are available to help the younger children play happily at lunchtime. • Any emotional issues, disagreements, bullying are dealt with by staff immediately, reported to the class teacher, and taken to the head teacher if appropriate. • Any instances of bullying are recorded. • Additional lessons are included if specific issues have arisen. • Whole school Trauma Informed Schools (TIS) training has been completed. TIS models and strategies are being used to support pupil’s well-being in school. 	<ul style="list-style-type: none"> • All adults are happy to provide pastoral care (following TIS strategies) to any of our children who ask for help including: Friendly listeners/emotionally available trusted adults Teachers Teaching Assistants SENDCO • Vulnerable children have the opportunity to stay in with a friend during lunch and playtimes when appropriate. • Extra-curricular sports activities and out of school competitions and events are actively encouraged to increase student’s health and wellbeing. • Cooking and kitchen hygiene is included in the class timetabled activities. 	<ul style="list-style-type: none"> • TAC (Team Around the Child) meetings and reviews are supported by a range of agencies. • Additional support for children can be requested from: CAMHS (Children and Adolescent Mental Health Service) Social Care and Family Support Penhaligon Friends Chicks Wave Project Family Information Services School Nurse CLEAR • Healthcare and Care Plans are created to support children’s physical and medical needs when appropriate. • Support and monitoring are provided for children with eating and toileting difficulties. • Physiotherapists and Occupational Therapists are used to support children and the adults working with them when required.

7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Children have opportunities for social interaction in class and on the playground, regardless of need. • As well as regular group work in class, there are many opportunities to work in year groups, key stage groups and whole school activities. • All children belong to a house, and can participate in inter house challenges. • Our School Council represent the children in school meetings and meet and greet visitors. • Every class has regular school trips and residential trips for year groups occur annually. • Children are actively encouraged to participate in after school clubs and we celebrate achievements for out of school activities in our celebration assembly. 	<ul style="list-style-type: none"> • Intervention groups provide a safe, small environment for vulnerable children to interact and practice social skills, and provide additional support to children who struggle with social interaction on the playground. 	<ul style="list-style-type: none"> • Sporting events provide opportunities for social interactions. • TA's working with individual students support development of social skills and assists in social situations. • TA's use social stories and 'time to talk' to explain and discuss social situations and acceptable behaviours. • Individual planning includes adult led social activities with small groups. • 1:1 TA's, teachers and SENDCO help the children to understand both their own feelings and those of others. • Our Forest School Intervention Scheme allows team building, social and environmental skills development.

8. 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"> All areas of the school are accessible to everyone including children with SEND. All classrooms are wheelchair accessible. Children feel safe and are in an environment where bullying is minimal and dealt with promptly and effectively. There are named Designated Safeguarding Leads; Mrs Marie Taylor (Head Teacher) Mrs Tracey Milsom (Assistant Head) Mrs Penny Cherry (PSA/Asst SENDCo) Mrs Charlie Roose (Safeguarding Governor) All areas of the school provide a positive learning environment. Teachers focus on positive rewards for good behaviour, with certificates being awarded every week in Celebration Assembly. The rewards and sanctions system is maintained across the whole school, reflecting the school rules and expected behaviour. There are trained First Aiders on site at all times to deal with accidents when required. 	<ul style="list-style-type: none"> Our Sensory room provides a quiet, safe, adult supervised place for vulnerable children to have a calm time and re-energise during a tiring week. Resources are made available for children to support their learning and inspire confidence. Key staff are trained to confidently diffuse challenging behaviour in a calm, positive manner. 	<ul style="list-style-type: none"> Specialist equipment and IT resources in classrooms enable children to be independent wherever possible. 1:1 support is provided for all children with a statement or EHCP to ensure they can access practical aspects of the curriculum. Radio hearing devices are used by teachers where children have hearing difficulties. The Physical Disabilities advisor supports the school in ensuring the best provision is given for children in school.

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"> • We have strong links with the senior schools in our area. • Children visit their new classes at the end of summer term to meet their new teacher and work with their new classmates. • Lunches and visiting days are held for Pre-School children and their parents in the summer term. • Transition meetings are held between teachers to discuss any issues that may arise. 	<ul style="list-style-type: none"> • 1:1 and class TA's work with vulnerable children to make a transition book and visit new classes and new teachers individually throughout the summer term. • New children and their parents are welcome to visit the school for a tour prior to joining the school. 	<ul style="list-style-type: none"> • The SENDCO of the new school will be invited to Annual Review meetings for Year 6 children. • The SENDCOs of both schools meet to transfer records and information on support in place. • TA's work closely with children with SEND previous to and during times of transition. • Additional transition sessions are held for those that need it, and parents are welcome to be involved. • Children with SEND may have extra visits to their new school in Year 6.

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> 
<ul style="list-style-type: none"> • SENDCO – National SEN Award • Assistant SENDCO – PG Cert Inclusive Education • Early years TA’s completed Social Communication training • Trauma Informed Schools (TIS) training (whole school) • SENDCO and Assistant SENDCO - TIS practitioners • Well-being training (3 staff) • Weekly in-house training during teacher and TA meetings 	<ul style="list-style-type: none"> • Assistant SENDCO – Elklan Speech and Language NVQ 3 • 2 TA’s working towards Elklan Speech and Language qualifications • Dyslexia Friendly schools training (1 staff) • Dyslexia screening training (1 staff) • ASD transition course (1 staff and 1 parent) • Makaton trained (3 staff) • Team Teach trained (5 staff) • Fun Fit training (3 staff) 	<ul style="list-style-type: none"> • Epipen training (6 staff) • Epilepsy training (2 staff) • Selective mutism training (1 staff)

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Therapists	Support children with communication difficulties	01872 221400 childrens.services@nhs.uk
Autism Spectrum Team	Support children with ASD	Vicky Brewer - Autism Spectrum Advisor Telephone: 01872 323210
Educational Psychology Service	Assess children who are having learning difficulties and recommend strategies to support their learning	Through school 01637 880272
Hearing Support Service	Support children with hearing difficulties	01726 61004
Visual Support Service	Support children with visual difficulties	Karen Sully – Qualified Teacher of the Visually Impaired, Sensory Support Service Telephone: 01579 341365
CAMHS (Child and Adolescent Mental Health Services)	Support children with mental health issues	01872 221400 childrens.services@nhs.uk
Children’s Community Nursing	Support children with physical problems	01872 221400 childrens.services@nhs.uk

Services and organisations that we work with continued:		
Service/organisation	What they do in brief	Contact details
SEND Assessment and Provision Team	Carry out assessment for statements and EHCP, and review and monitor implementation.	01872 322417
Physical Disabilities Advisor	Support children with physical needs	0172622363
Early Help Hub	Advice on where to get help.	01872 322277 www.cornwall.gov.uk/earlyhelphub

12. Pupil progress

Pupil progress is monitored through pupil progress meetings that are co-ordinated by one of our Assistant Heads and held with class teachers. Meeting data and observations are shared with the Assistant SENDCO and next steps are agreed with parents. In addition, pupils with SEND have Individual Education Plan's (IEP's) that set SMART targets and are reviewed termly.

Pupils with EHC Plans have agreed outcomes that are reviewed annually through the SEND review meeting process. Review meetings are typically led by school who liaise with the Local Authority.

13. How we know how good our SEND provision is

The effectiveness of SEND provision is monitored by:

- Termly SEND learning walks.
- Termly SEND meetings with parents.
- Pupil Progress meetings.
- EHCP Annual Review meetings.
- Team Around the Child (TAC) meetings.
- Collecting child and parent views (through views forms).
- Visits and reports from external agencies (such as Speech and Language, Educational Psychologist, School Nursing, Physiotherapy, Occupational Therapy, Autism Spectrum Support team, Cognition and Learning team, Physical Disability team, Vision and Hearing support teams).
- Trust SENDCO termly meetings.

14. If you wish to complain

Parents who wish to complain can find our Complaints Policy on our school website.

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Answers to Frequently asked Questions

1 How does your school know if children/young people need extra help?

If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo. Children are assessed at regular intervals during the school year – if a class teacher has concerns about a child's attainment/progress (academically, emotionally or socially) they will liaise with the SENDCo and appropriate action will be taken. You and your child will be involved in this process.

2. What should I do if I think my child may have special educational needs?

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

3. 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 and communicate with the school if there are changes in circumstance that may affect your child.

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

The curriculum will be differentiated to meet the needs of all learners. Children may have different work to do, the expected outcome may be different, additional resources or adult support in class may be provided.

5. How will school staff support my child?

If your child has special needs this will depend on the needs of your child.

- Differentiated work may be planned for him/her

- Additional adult support in class may be provided
- Strategies set up to allow children to work independently in class
- Intervention support & additional help out of class

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

Targets for all SEND children are prepared and sent to parents termly in an Individual Education Plan (IEP), you will receive your child's Annual Report in the Spring Term and there will be parents' evenings and opportunities to meet the teachers during the year. You are also welcome 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.

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

All staff in school work hard to ensure that your child is safe and happy in school. For children who are experiencing emotional difficulties it may be that they can work with our trained support staff. Our Parent Support Advisor is here to support families experiencing all sorts of difficulties. 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 our SENDCO with your concerns and she can make a referral for you if necessary.

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

Your child's safety is paramount. 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 and a team dedicated to support our staff in an awareness of specific conditions and illnesses. Safeguarding your child is everyone's responsibility and staff are all trained to do this in an effective and rigorous way.

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

As a fully inclusive school, all children participate in whole school, curriculum and offsite activities. The extent to which each child participates and the levels of support received will vary over time. We differentiate the activities and expectations to enable all children to take part. An exception to this would be if a child's behaviour is a risk to themselves or others.

10 .How accessible is the school environment?

The school has access to all outdoor areas and lifts within the buildings ensure all classrooms are accessible to all.

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

Transition days and transition books, TA support and additional classroom visits are given where necessary.

12. How are the school's resources allocated and matched to children's special educational needs?

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

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

All children's progress is closely monitored and where concerns are highlighted, appropriate support is put into place, reviewed and evaluated regularly.

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

Parents who believe their child's needs are not being met within school are asked to meet with the SENDCo to talk through their concerns in the first instance. Where concerns persist, parents are asked to make an appointment with the Assistant Head teacher or Headteacher.

15. How is your Local Offer reviewed?

Our Local Offer will be reviewed by our Local Advisory Board of Governors (LAB) on an annual basis. The governors and Head teacher will also review progress through regular monitoring, reports to governors by the SENDCo and other Senior Leaders as well as through the performance management of key staff. A summary of the review will be published on the Academy website as an Information report

Any further questions: If you have any questions about our local offer,
Please don't hesitate to contact the school on 01637 880272 or email

Mrs Marie Taylor - SENDCO
Mrs Penny Cherry - Assistant SENDCO

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senco@st-columb-major.cornwall.sch.uk

