



**Rosemellin Community Primary  
School SEN Information Report 2018**


Our vision for the Rosemellin Community is to nurture responsible citizens who have respect for themselves, have aspirations and a positive attitude towards the local, national and global community.

[Link to Equality Scheme and Plan](#) [Link to Cornwall's Local Offer](#) [Link to Accessibility Plan](#)


SENDCO: A. Woodmason, M.Ed

## 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>
<p>Student voice is heard through:</p> <ul style="list-style-type: none"> <li>- School Council meetings</li> <li>- Pupil questionnaires</li> <li>- Circle Time/PSHE</li> <li>- A Worry box</li> <li>- Toot Toot at KS2</li> <li>- Pupil Attitude to School and Self Survey</li> <li>- Pupil Conferencing</li> </ul> <p>The views and opinions of all students are valued and the student voice is represented in all aspects of school.</p> <p>Learning Mentors and SEN Team available to support the above.</p> <p>Toot Toot anti-bullying available for all KS2 children to use.</p>	<p>Students with SEND write a Learning Plan in conjunction with their class teacher at the start of each term. Parents are invited to contribute to the Learning and discuss this with the class teacher during Parent Consultation meetings.</p> <p>During IEP reviews, additional provision will be developed in light of Learning Plans.</p> <p>Student's and parent's views are an integral part of SEN reviews through Learning Plans, Structured Conversations, Annual Reviews and Parent Consultation meetings.</p>	<p>Individual support is responsive to the views of the student and parent.</p> <p>Student's are supported in person centred target and outcome setting.</p> <p>Learning Plans are presented in a format that is accessible to the student and parents.</p> <p>Individual support with academic targets linked to age related expectations.</p> <p>Advocacy is available to ensure the above.</p>

## 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>
<p>The parents/carers of all students are invited to attend parent/carer consultations.</p> <p>Students' reports are sent home once each year.</p> <p>Reading records encourage written dialogue between families/parents and school.</p> <p>Parent/carers know exactly who to contact if they have any concerns.</p> <p>Our website, enables parent/carers to understand more about what their child is learning.</p> <p>Foundation stage use the Tapestry online software to aid regular progress reports. Teachers and parents can communicate about their child's learning.</p> <p>Key Stage One and Two use Class Dojo to share class work and information with parents and parents. Parents are also able to use this</p>	<p>Families are invited to attend targeted extra-curricular clubs and activities.</p> <p>Selected families in the Foundation Stage and Year 1 are invited to attend Achievement for All (AfA) Structured Conversation sessions re supporting their child at home e.g. Behaviour, parenting skills, literacy and numeracy, skills, independent homework.</p> <p>Our Learning Mentor and Parent Support Advisor support families and pupils when the need arises.</p> <p>An Autism Café is held for parents with concerns relating to Autism.</p> <p>Nurture Group parent workshops</p>	<p>Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</p> <p>Parent/carer's views are an integral part of TAC meetings and SEND reviews.</p> <p>All documentation is presented in a format that is accessible to individual parents. Parents can also access their child's Learning Plan online.</p> <p>Parents are encouraged to support Learning Plan targets.</p> <p>Parents maybe invited to join in with school trips when appropriate.</p> <p>Our Autism Champion is able to offer focused support for children and families</p>

program to communicate directly with class teachers.		
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### 3. The curriculum


Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision	Specialist, individualised support and provision
<p>At Rosemellin CP we use the topic based Inspire Curriculum which covers all elements of the new National Curriculum (2014)</p> <p>Our RE is taught from the Cornwall Agreed Syllabus</p> <p>Maths, PE and PSHE are planned separately from Inspire.</p> <p>Our broad and balanced curriculum is designed to ensure the inclusion of all students.</p> <p>All students, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>Assessments are used to identify students who need specific interventions.</p>	<p>Foundation Challenge File support – support with completing early learning goals before KS1 curriculum</p> <p>Achievement for All Program: Structured Conversations and Learning Plans to support home/school links to learning.</p> <p>Small Intervention groups include:            STAR Team support for reading, writing and numeracy targets            Memory Skills            Phonological Awareness            Fine and Gross Motor Skills            Dyslexia Support            Speech and Language            Phonics Catch-up            ICT workshops            Keep up sessions</p> <p>Learning Spaces are used for small intervention groups.</p>	<p>Small group or 1-1 for English, Reading and Maths Support,</p> <p>Students with SEND can access the curriculum with adult support as appropriate</p> <p>Support for Learning Plan targets</p> <p>Read Write Inc.</p> <p>P-Scale/Early Learning Goal support</p> <p>Numicon Interventions at KS1</p> <p>A4A Structured Conversations (parental involvement)</p>

## 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>
<p>Quality first teaching supports the needs of all pupils.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Different level groupings are identified in each class and some of the time children will be seated in ability groups.</p> <p>Differentiated success criteria is displayed during English.</p> <p>3 Star challenges and buffet style learning and teaching is used in Maths.</p> <p>Access to ICT</p> <p>Improvement marking, assessment for learning, effective feedback and self- assessment.</p> <p>Peer assessment and tutoring.</p> <p>Rosemellin CP is a 'dyslexia friendly' school. This approach is used for teaching and learning across the school, where differentiated teaching and</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</p> <p>In class TA support: Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence</li> <li>- keep students on task.</li> </ul> <p>In class targeted teacher support: If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher.</p> <p>Small group interventions for Maths, English and Reading are available for SEN children.</p>	<p>1-1 for English, Reading and Maths Support</p> <p>Support for Learning Plan (IEP) targets</p> <p>Read Write Inc 1-2-1</p> <p>1-2-1 support for those with physical disabilities, sensory loss, speech and language difficulties, autism and dyslexia offered by specially trained school staff.</p> <p>Crofty Trust Ed Psych</p> <p>County Ed Psych</p> <p>Clicker 6 to support language and communication skills</p> <p>BPVS assessments to monitor vocabulary</p> <p>Aston Index to identify specific learning difficulties.</p> <p>DCDQ for Dyspraxia assessment</p> <p>P-Scale support</p>


<p>outcomes are used to ensure the progress of all students.</p> <p>Outreach from special school and other professionals requested for advice on teaching and learning</p>		<p>Autism support for children and families from our Autism Champion</p>
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## 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>
<p>Resources are available in Key Stage One and Two class-rooms containing overlays, highlighters, dictionaries, word-mats, timers etc which promote independence.</p> <p>All table groups have access to English and Maths support table mats.</p> <p>Maths classroom wall displays for key vocabulary and symbols.</p> <p>English classroom Exciting Writing wall displays for examples of writing and powerful vocabulary, connectives, openers and punctuation.</p> <p>The 5b's are used to promote self-help with the strategies- brain, book, board, buddy, boss.</p>	<p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Students have access to personalised equipment to help them to learn, such as overlays, pencil grips, triangular pencils, loop scissors, mnemonic word cards and timers</p> <p>Students have access to :</p> <ul style="list-style-type: none"> <li>- visual timetables</li> <li>- prompt cards</li> <li>- traffic light system</li> <li>- time out cards</li> </ul> <p>Small group interventions include: Nurture Group, Circle time In class support for behavioural targets Anger management</p>	<p>Teaching assistants working one-to-one with students 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, checked books, etc.</p> <p>Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant or teacher is absent</p> <p>Personalised 1-2-1 timetables are in place</p> <p>Personalised Learning Plans are in place</p> <p>IPads are available for selected children</p>

Coloured progress strips are used for pupils to assess independently	<p>Social Skills Nurture Provision Nurture Buddies Beanstalks Mission Explorers Social Stories Resilience/Fun Friends Restorative Justice PASS survey group intervention</p>	<p>Two Learning Mentor support in developing self-help skills and strategies.</p> <p>Achievement for All interventions/Structured Conversations</p>
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## 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
<p>Circle Time and PSHE plans link with SEAL (Social, Emotional Aspects of Learning) lessons include all students</p> <p>The SEN team coordinate provision for students with wellbeing, emotional, physical and mental health needs.</p> <p>Student issues are dealt with by trained staff, including Learning Mentors, as they arise.</p> <p>Pupil Attitude to School and Self survey (PASS) completed at Key Stage Two.</p>	<p>A base (the Link Room) is available for vulnerable students to take 'time out' and find support at break times. There are trained members of staff running the base.</p> <p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- life skills</li> <li>- anger management</li> <li>- Resilience</li> <li>- PASS/A4A</li> </ul> <p>R-Time for Nurture support</p>	<p>TACs, Early Support meetings and reviews are supported by a range of multi-agencies.</p> <p>Boxall and SDQ's profiling is used to tailor provision to need</p> <p>Additional support for students can be requested from</p> <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Youth Centres</li> <li>- Dreadnought</li> <li>- Aspires</li> <li>- Penhaligons Friends</li> <li>- Music therapy</li> </ul>


<p>After-school clubs range from: Football, Netball, Rugby, Dance, Basketball, Karate and multi-skills, wood-working, computing, guitar clubs, Brass Instruments, Art, Surfing, Hearty Lives to aid health, resilience and emotional well-being.</p> <p>All KS2 children have been taught how to use Toot Toot, the online anti-bullying and reporting tool. This can be used to report any worries, bullying and cyber-bullying. This is available for children, parents, Learning Mentors and teachers.</p> <p>All children take part in anti-bullying days, which could include wearing odd socks to celebrate that we are all different, and all equal.</p> <p>Students have access to the school nurse. Sessions are private and confidential.</p> <p>Bereavement counselling available.</p>	<p>Family Learning Learning Mentors are available to deal with groups specific issues as and when needed</p> <p>Additional planning and arrangements for transition between all year groups.</p> <p>A Forest School Intervention takes place with a Qualified Teacher.</p>	<p>- Cornwall/Duchy/ Truro College</p> <p>Individualised support is provided for students who begin to display early signs of disaffection. This can link to the PASS survey.</p> <p>Students with specific medical conditions have individual health care plans.</p> <p>Vulnerable children checklist PASS/A4A Thrive Small group, 1-1 for Social Skills Individual counselling Individual reward systems Anger management Re-integration program (IBP) Crofty Trust Ed Psych County Ed Psych Pastoral support Draw and talk 1-1Talk Time 1-1Learning Mentor Support 1-1Pupil monitoring Additional planning and arrangements for transition Bereavement/Critical Illness support PSA home/school support CIC Interventions AfA Structured Conversations</p>
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## 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>
<p>All students have opportunities for social interaction, regardless of need.</p> <p>All students belong to a class and year group.</p> <p>All students are invited on trips and visits.</p> <p>All children will take part in PE sessions together.</p> <p>See clubs list in section 6.</p> <p>Involvement in community events.</p> <p>Y6 Playtime leaders to support games for all.</p>	<p>Buddy classes working together to share and support learning.</p> <p>Peer mentors/buddies for vulnerable children and young people.</p> <p>At Year Six, children have the opportunity to become a SUPER SIX. This provides children with the opportunity to have more responsibility within KS2.</p> <p>Autism champion ensures social interaction opportunities for students with autism.</p> <p>Mission Explorers, and outdoor ed. based intervention.</p> <p>Forest School intervention group</p> <p>Nurture Buddies</p> <p>Sports teams – events with other schools.</p>	<p>Learning mentors or TAs use social stories with individual students.</p> <p>Picture Communication Symbols</p> <p>Makaton signs and symbols</p> <p>A range of PE resources to allow all to take part in sessions.</p> <p>Draw and talk sessions</p> <p>1-2-1 Social Skills and Anger Management interventions to help support children working in groups</p>

## 8. 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>
<p>All areas of the school are accessible to everyone including those students with SEND.</p> <p>The building is accessible for wheelchair users.</p> <p>Students feel safe and in an environment where bullying is not tolerated and dealt with effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning. Outdoor areas, including the wildlife area are used to facilitate learning.</p> <p>Teachers use the Growth Mindset philosophy to reward good behaviour to promote a positive learning environment. Each class has a Growth Mindset display to promote positive learning attitudes.</p>	<p>A base (Link Room) for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times. Ensures the opportunity to eat lunch away from the canteen and store items in a secure place.</p> <p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Adjustable chairs/ tables available.</p> <p>Adapted PE equipment available.</p> <p>Sensory toys, lights and games</p>	<p>Specialist equipment in lessons enables disabled students to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p> <p>Adjustable chairs/ tables available.</p> <p>External professionals support the facilitation of equipment to support pupils learnings. Eg OT, Ed Psych, SALT, Visual and Auditory.</p>

<p>The Behaviour Policy, rewards and sanctions system is consistent and displayed in each classroom throughout the school.</p> <p>Toilets adapted by height for Reception and KS1.</p> <p>All entrances and exits have locks and codes to ensure the safeguarding of pupils.</p>		
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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>
<p>There are strong links with feeder secondary Schools and Nursery schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3 and at Foundation.</p> <p>Secondary staff visit and teach at Year 6</p> <p>Y6 pupils will start topics of work in books that are taken to and continued at Secondary.</p> <p>Taster days for students in years 5 and 6, 2 or more induction days for year 6 students. Gifted and Talented children at Y6 are invited to Saturday School with NEXUS.</p>	<p>Children visit local secondary schools from Year 3 for specific events. Towards Year 6 this becomes more regular.</p> <p>‘Friendship group’ systems are in place for students who are particularly vulnerable at transition.</p> <p>Students identified as possibly struggling with transition have many additional visits in small groups</p> <p>A Learning Mentor or TA will support transition for vulnerable groups.</p>	<p>An SEN Team Manager attends year 5 and year 6 annual statement reviews (and earlier if the parent requests).</p> <p>Primary/Secondary team meetings regarding transition of individual or vulnerable children.</p> <p>Students 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.</p>

<p>All classes meet their new teacher for the Autumn during the summer term for three sessions (two mornings and one afternoon) to support transition.</p> <p>Pre-school to Foundation transition afternoons during the Summer term.</p> <p>The school arranges transition opportunities from Year 2 to Year 3 and Foundation to Y1.</p>	<p>A transition passport is put together for vulnerable children from Nursery to the Foundation Stage.</p>	<p>Students with SEND have extra visits to Year 7 settings.</p>
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10. The SEND Qualifications of, and SEND training attended by, our staff.

**SEND Team:**

Our experienced SEN team who have been working with SEND pupils and agencies for a number of years include: Two experienced SEN Managers - Miss Kim Than and Mrs Julie Smith; A Speech and Language and Dyslexia specialist – Mrs Shirley Smith; Two Learning Mentors - Mr Rob Lyth and Mrs Sam Farina, who is also our Autism Champion.

Alex Woodmason, SENDCO: Our SENDCO (Special Educational Needs and Disability Co-ordinator) is Mr Alex Woodmason. He is a Qualified Teacher, has the National Award for SENCO qualification, and has a Masters degree in Education with SEN. He is also a Year Four class teacher.

**Services and organisations that we work with:**

Service/organisation	What they do in brief	Contact details
Social Care	Support vulnerable children and families	0300 1231116

<b>Family Support</b>	<b>Support vulnerable children and families</b>	<b>07973 497357</b>
<b>Educational Welfare Service</b>	<b>Attendance issue support</b>	<b>0300 1234101</b>
<b>Children in Care</b>	<b>Manage Children in care and their family support</b>	<b>01873 323565</b>
<b>SALT</b>	<b>Assess and support speech and language</b>	<b>01209 318500</b>
<b>Family Learning</b>	<b>Providing families with the opportunity to learn together</b>	<b>01872 327520</b>
<b>County Educational Psychologists</b>	<b>Provide a statutory service for SEND needs</b>	<b>01209 614175</b>
<b>Croft Trust Educational Psychologist</b>	<b>Advice and support for SEND matters across the Croft Trust</b>	<b>01209 712313</b>
<b>CAMHS</b>	<b>Mental Health Support for children</b>	<b>01872 321400</b>
<b>Barnardos</b>	<b>Helping the UK's most vulnerable children, young people and their families</b>	<b>01736 361868</b>
<b>Penhaligons</b>	<b>Bereavement and critical illness family support</b>	<b>0845 6071943</b>
<b>Behaviour Support Service</b>	<b>Advise and support on behaviour management in school</b>	<b>0300 1234101</b>
<b>Hearing Impairment Team</b>	<b>Supporting schools and families with hearing impairments in Cornwall</b>	<b>01209 612702</b>
<b>Visual Impairment Team</b>	<b>Supporting schools and families with visual impairments in Cornwall</b>	<b>0300 1234101</b>
<b>Occupational Therapist</b>	<b>Assessing for physical and psychological needs to help to promote independence</b>	<b>01872 252531</b>
<b>Dyslexia Service</b>	<b>Assessments and support for Dyslexic children</b>	<b>0300 1234101</b>

<b>Physiotherapists</b>	<b>Providing programmes for physical needs for children in schools</b>	<b>01872 254531</b>
<b>Health/School Nurse</b>	<b>Health support for children and families</b>	<b>01209 610946</b>
<b>Physical Disabilities team</b>	<b>Providing support for children with physical disabilities who attend mainstream schools</b>	<b>01209 616962</b>
<b>Gweres Kernow</b>	<b>Provide information and advice to young people about sexual health</b>	<b>01872 326791</b>
<b>Cornwall Parent Partnership Service (SENDIASS)</b>	<b>Provide information, advice and support for children and families with SEND</b>	<b>01736 751921</b>
<b>Family Information Service</b>	<b>A hub of information for school services in Cornwall. School Local Offer is published here.</b>	<b><a href="http://www.cornwallfisdirectory.org.uk">www.cornwallfisdirectory.org.uk</a></b>
<b>NSPCC</b>	<b>Helping children and families throughout the UK to deal with issues such as domestic abuse</b>	<b>01872 245230</b>



***‘Learning and achieving for one and all!’***