



Sennen School

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

- The information in our Local Offer is here to help parents of a child with SEND see what is available in terms of SEND provision in our school.
- We know parents want their children to be happy and to be given every opportunity to make the best possible progress.
- Everyone at Sennen School is committed to this same goal.

Early identification of need indicates a child needs support that is different from and additional to the other children of the same age

Everyone works together to put a plan in place to ensure the child can access their learning and make good progress

The plan is reviewed and changed if necessary to ensure the child is happy, has opportunity to make friends and is making good progress

Head	SEND Co-ordinator	Designated Safeguarding Lead	'Vulnerable pupils' Governor
Nichola Smith	Rebecca Thomas	Nichola Smith	Caroline Amos



Our core offer to all children is to provide High Quality Inclusive Teaching

- High expectations for all pupils
- Environment and resources to promote independent learning
- Well planned lessons with differentiated learning objectives and success criteria as required
- Reasonable adjustments and well planned SEND provision in class
- Range of effective teaching strategies
- Effective challenge by use of varied pitch and pace
- Good modelling by adults
- High level questioning
- High levels of engagement
- Opportunity for individual and group discussion
- Opportunity for pupils to work independently and collaboratively
- Effective feedback to move pupils on in their learning
- Encouragement and praise to engage and motivate pupils
- Self & peer assessment opportunities
- Well trained additional adults effectively deployed



We are a fully inclusive setting with adjustments made depending on need. We provide a supportive environment making available the appropriate resources and accessing any required specialist equipment to ensure all children can access the curriculum. We use our best endeavours, making reasonable adjustments, to ensure all children with disabilities can be included on school visits and residential trips.




All parents are encouraged to work in partnership with the school. Parents of a child with SEND will have opportunity to work closely with the school's SENDCo, school staff and outside agencies.

When the needs of a child cannot be reasonably provided from within the resources normally available to school the local authority must conduct an assessment. Education Health Care (EHC) plans will be based on coordinated assessment and planning which puts the child and their parents at the centre of decision making. The SENDCo will support the child and family through this process.




The governing body of the school have a legal duty to publish information on the website about the policy for pupils with SEND. This is updated annually. Mrs Caroline Amos is our designated governor for vulnerable pupils.

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 and opinions of all students are valued ○ Questionnaire completed by all pupils ○ Student voice is heard through School Council ○ Regular Circle Time/ PSHE activities ○ Play Buddy system well established 	<ul style="list-style-type: none"> ○ Students with SEND are included and valued ○ Small group consultation opportunities are given to encourage all to contribute 	<ul style="list-style-type: none"> ○ Student voice is integral part of SEND reviews and all meetings ○ Opportunity to revisit events with trusted adult/mentor ○ Nominate a child's advocate for those children with complex and/or care needs ○ Assisted technology to ensure children with communication needs can be heard.




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ○ All parents and carers are actively encouraged to work in partnership with school. ○ There are events throughout the year when families are invited to come to school and join in celebrating children’s achievements ○ Parent consultation meetings held each term and a written report with opportunity to meet with the teacher on request. ○ Home school reading diaries provide a vehicle for daily communication. ○ Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise. ○ Annual end of year reports are sent home. ○ Information sessions such as E Safety. 	<ul style="list-style-type: none"> ○ Individualised home school communication book. ○ Families are encouraged to attend information sessions relevant to parenting skills, supporting children with homework, etc. 	<ul style="list-style-type: none"> ○ Parent/carer knowledge of their child’s strengths and interests as well as difficulties are valued and used to plan provision for the child. ○ Parents/carers views are an integral part of any SEND reviews and meetings. ○ Parents/carers are offered support with any parental contribution and accessing documentation as required. ○ Parent/carers are encouraged to access support from outside of school via the Family Information Service. ○ Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken.




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 all children can be included, and enjoy access, participation and success. ○ All children have access to the curriculum with reasonable adjustments made as required. ○ We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, raise self-esteem and raise aspiration. ○ Barriers to learning, and hence achievement, are identified early to allow effective provision to be put in place. 	<ul style="list-style-type: none"> ○ Children access curriculum enrichment opportunities. ○ Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children. ○ Intervention tracking monitors progress of those children at risk of making less than expected progress. ○ Small group intervention includes: <ul style="list-style-type: none"> ● phonics ● reading comprehension ● spelling ● numeracy ● fine motor skills/handwriting ● speech and language ● social communication ● Lego Therapy ● keyboard skills ● THRIVE ● Fun fit 	<ul style="list-style-type: none"> ○ Children with SEND can access the curriculum with adult support or modification as appropriate. ○ Specialist advice is sought and recommended equipment and resources are used as directed to ensure access eg radio system for a child with a hearing impairment. ○ Children’s interests and strengths are used to encourage engagement in their learning. ○ In exceptional circumstances children can be dis-applied from some aspects of the curriculum. This must be agreed by all involved.




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"> ○ Well planned lessons with differentiated learning objectives and success criteria ○ Planning focusses on prior learning ○ Needs led in-class TA support. ○ In-class targeted teacher support as required. ○ Assessment for learning (AfL) is on-going and informs learning journey ○ Access to visual, auditory & kinaesthetic aids and modelling appropriate to learning style ○ Whole class visuals such as timetables ○ Use of writing frames ○ Access to ICT ○ High level questioning ○ Effective feedback face to face and through marking ○ Preferred learning styles ○ Alternative ways of recoding are used ○ Effective challenge by use of varied pitch and pace 	<ul style="list-style-type: none"> ○ Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately. ○ Access to needs led small group intervention for reinforcement of concepts requiring overlearning and/or pre-teaching of new concepts. This may be taken by the teacher or TA. ○ Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task. ○ Access to technology such as Talking Tins, laptops, IPAD, Clicker etc ○ Access to homework/booster club ○ Test concessions 	<ul style="list-style-type: none"> ○ One to one support for those children who require intensive support to ensure they make progress with their learning. ○ Personalised and highly differentiated work is provided to enable independent learning. ○ Advice from specialist teacher or outside agency eg Educational Psychologist, Special School Outreach ○ Individual targeted teaching following specific programme eg Toe-by-Toe, Stiles, Project X code. ○ Test concessions. ○ Specific training for staff




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"> ○ High expectations for all pupils ○ Provision of suitable environment and resources to promote independent learning ○ Good modelling by adults and peers ○ Opportunity for pupils to work independently and collaboratively ○ Self-peer assessment ○ Sensitive tracking by additional adults in class 	<ul style="list-style-type: none"> ○ Needs led adult support ○ Visual prompts to encourage independent self- help skills ○ Personalised equipment ○ Nurture Group / THRIVE support 	<ul style="list-style-type: none"> ○ Additional adult support is used to help the child identify what help they need and provide strategies to empower them and promote their independence. ○ Provision of specialist equipment ○ Necessary adaptations to environment ○ Personalised task boards /timetables ○ Personalised visuals eg timers, traffic lights etc ○ Individual Care Plan respecting the child's privacy.




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ○ Safeguarding a priority ○ All children access PHSE ○ Peer support is encouraged ○ All necessary risk assessments are in place. ○ Appropriate child protection training including E Safety training has been undertaken by designated safeguarding lead and other relevant staff. ○ Safeguarding information clearly displayed both in school and on parent's board ○ School promotes healthy life style living through healthy food/snacks, physical activity, growing, etc ○ Access to extensive outside space ○ Play Buddy System well established 	<ul style="list-style-type: none"> ○ Action taken to ensure children can access relevant opportunities for curriculum enrichment such as providing transport ○ Learning Mentor for paired, small group activities ○ Nurture Group / THRIVE ○ School Nurse Team available for advice and support for families and school ○ Support for families available through Family Information Service (FIS) 	<ul style="list-style-type: none"> ○ School works closely with a range of outside agencies and contributes to TACS, early Support Meetings etc ○ Access to specialist support from agencies eg Penhaligan's Friends for Bereavement and Loss Counselling. ○ Students with specific medical conditions have individual health care plans ○ Learning Mentor for Individual Support such as Draw and Talk ○ Individual class adult mentor ○ Meet and Greet ○ Disabled toilet facilities




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"> ○ Opportunities for all children to mix across all age ranges. ○ Opportunity for individual and group discussion. ○ All reasonable endeavours are taken to ensure all children can access visits and residential trips. ○ Children are given a sense of place / belonging in school as part of a class and house ○ School works in partnerships with other schools with collaborative learning including local Secondary Schools and Special School ○ Links with the community through Youth Club, Community Centre, surf Club, etc ○ Mini-bus facilitates access 	<ul style="list-style-type: none"> ○ Small group activities such as Circle time/social skills group. ○ Enrichment activities linked through other local schools ○ Wraparound care ○ Links with pre-schools & Breakfast Club for Y6 SATs ○ Nurture Group / THRIVE / Lego Therapy 	<ul style="list-style-type: none"> ○ Individual adult support provided to encourage collaborative activities ○ Individual support and/or specific arrangements to enable inclusion in clubs ○ Use of social stories with individual children to promote social skills. ○ Use of specific programmes to enhance communication skills eg socially speaking ○ Advice followed from specialist teachers for children with sensory or ASD needs

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> 
<ul style="list-style-type: none"> ○ Provision of a safe environment where bullying is absolutely minimal and dealt with effectively ○ Named Designated Safeguarding Lead person ○ Named Health and Safety Governor who undertakes regular audits and checks. ○ Any identified H&S risks reported immediately, with on-going risk assessment ○ Access possible to all areas ○ Positive, child friendly learning environment with excellent outdoor space ○ Emphasis on rewarding good behaviour with clear sanctions used consistently. ○ Provision of safety equipment 	<ul style="list-style-type: none"> ○ Access to quiet spaces outside ○ Alternative arrangements for unstructured times eg lunch times ○ Team Teach trained adults available 	<ul style="list-style-type: none"> ○ Specialist equipment to enable children to be independent (including ear defenders, wobble cushions, coloured overlays, etc) ○ Advice followed from specialist teachers for children with sensory/physical needs. ○ Disabled toilet facility

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"> ○ Off-site pre-school with comprehensive transition arrangements in place for entry into EYFS. ○ Transition planning for all year 7 with local secondary schools. ○ Transfer of all records between classes and settings ○ Timetabled meetings for focussed conversation between class teachers ○ In house transition day 	<ul style="list-style-type: none"> ○ Small group enhanced transition ○ Transition passport 	<ul style="list-style-type: none"> ○ Individual and supported enhanced transition including extra visits with TA ○ Highly individual communication passport including photographs etc. ○ Secondary school staff invited to year 5 and 6 annual review for those with an EHCP. ○ Parents/carers offered advice and support ahead of selection

10. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Therapy	Therapist available to undertake assessment and monitor at least termly, provide resources and training and contribute to reviews. Specific programmes of intervention delivered by therapist or assistant as needed.	Cornwall Early Help Hub 01208 834488 01208 322277 earlyhelphub@cornwall.gov.uk
Sensory Support Service	Teacher of the Deaf and Vision Support Teacher monitor and offer advice and support including training, contribute to reviews, provide specialist equipment such as radio aids, magnifiers etc. Additional specialist teaching & training delivered as needed.	Sensory Support Service 01726 61004 sensorysupportservice@cornwall.gov.uk
Educational Psychology Service	Educational Psychologist available for statutory work linked to Local Authority assessment as well as for consultation, supervision and training.	Education Psychology Service 01209 614175
School Nurse Team	School Nurse Team available to help families with health care needs and offer advice to schools and with training eg use of Epi –pens	Cornwall Early Help Hub 01872 322277 earlyhelphub@cornwall.nhs.uk
Physical Disabilities Team	Advisor available to offer advice, provide specialist equipment and support with training and contribute to reviews, etc	Children’s Occupational Therapy Team 0300 1234 101 togetherforfamilies@cornwall.gov.uk
ASD Team	Advisor available for advice on supporting children with Autistic Spectrum Difficulties.	Cornwall Autism Team specialeducation@cornwall.gov.uk 0300 1234 101
CAMHS	Specialist clinicians available to support schools providing for children & families with mental health needs.	Cornwall Early Help Hub 01872 322277 earlyhelphub@cornwall.gov.uk
Educational Welfare	EWO available to support schools and families to ensure all children access their entitlement to an education	Education Welfare Service 01872 323400
Occupational Team/ Physiotherapy Team	OT and/or Physiotherapy support with identification of Developmental Co-ordination Difficulties, sensory processing difficulties etc and with programmes of specific support, equipment, training and reviews.	Child Health 01872 253880

Special Parenting	Advice for families, training and support.	Children's Care Management Centre 01872 221400 childrensservices@cornwall.nhs.uk
Penhaligon's Friends	Advice and support for families experiencing loss or bereavement.	01209 718889

Cornwall's Local Offer can be found on The Cornwall Care and Support Website: www.supportincornwall.org.uk