



Pondhu
Primary School

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

Pondhu Primary School and Nursery is proud of its inclusive approach to providing a high quality education for all our pupils. This is summarised in our curriculum statement.

We ensure that staff are provided with high quality professional training and development to ensure our provision remains excellent.

Please visit our school website to see a copy of our Special Educational Needs and Disabilities and Single Equality policies.

www.pondhu.eschools.co.uk

The best way to find out about our school is to arrange a visit. Please contact us to make an appointment and we would be delighted to meet you.

Cornwall's Local offer can be found at:
<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page>

Pondhu's Curriculum Statement

We provide a rich, stimulating and balanced curriculum which captures children's interests and inspires a love of learning. Our inclusive teaching strategies enable all pupils to realise their full potential. Learners develop their independence, resilience, empathy and confidence to embrace challenge. Children acquire a deeper awareness of their rights and responsibilities as global citizens now and in the future.

Special Educational Needs and Disabilities Coordinator: Mrs V Burgess. Tel No: 01726 74550 email: vburgess@pondhu.cornwall.sch.uk.

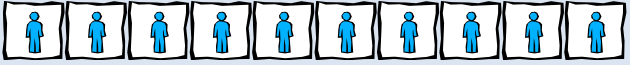




Local offer reviewed and updated: October 2017




Pondhu
Primary School

The levels of support and provision offered by our school

1. Listening to and responding to children and young people.

Whole school approaches The universal offer to all children and Young People. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> The views of all our pupils are valued and we have an active Rights Respecting Schools team alongside an active School Parliament who represent the voices and opinions of their peers relating to all aspects of school life. All pupils are involved in monitoring their progress towards their targets and this is enhanced by regular feedback, such-as self-marking opportunities. 	All our IEPs (Individual Education Plans) are written in accessible language, in consultation with parents/carers and pupils.	Individual pupils are encouraged to voice their views through their Annual Reviews and also through the TAC (Team Around the Child) process.

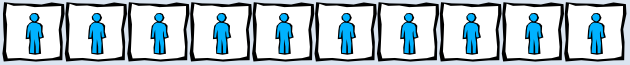
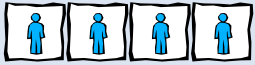

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and Young People. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> We are committed to working in partnership with parents and carers. We hold termly Parent Forums – meetings where we share latest news and updates, provide information concerning what each class will be learning that term. 	<ul style="list-style-type: none"> Parents and carers are informed and consulted if their child has some additional needs identified. Parents and carers are informed when their child is placed on the RoN (Record of Need). IEPs (Individual Education Plans) are discussed 	Parents are invited to contribute to and attend all TAC (Team Around the Child) and Annual Review meetings.

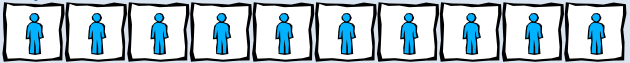
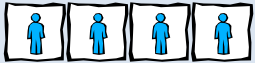



<ul style="list-style-type: none"> We hold termly parents evenings where parents can discuss their child with the teacher. We issue termly reports to parents so they are well informed of their child's progress. Our school website is current and a source of information for all parents and carers. A Parent Support Advisor (PSA) is employed full time. 	<p>with and signed by parents / carers termly.</p> <ul style="list-style-type: none"> Mrs Burgess (SENDCo) is available to meet parents to discuss individual children. 	
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3. The curriculum

<p>Whole school approaches. The universal offer to all children and Young People.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> Pondhu School provides a broad and balanced curriculum designed to enable the inclusion of all pupils. All pupils have appropriate curriculum targets which are shared with parents regularly through parent consultations and are available to view at the beginning of individual books. Lessons are carefully differentiated to ensure each pupil is appropriately challenged. 	<p>Pupils identified as requiring some additional support will be provided with targeted additional intervention support.</p>	<p>Pupils with a <i>Statement of SEND</i> or an <i>Education, Health and Care Plan (EHCP)</i> will be carefully tracked and supported to ensure they are making acceptable progress towards their targets. This may be through additional support in lessons or through withdrawal from the main lesson to take part in a specific piece of work to enable them access to the curriculum at an appropriate level.</p>




4. Teaching and learning

<p>Whole school approaches The universal offer to all children and Young People.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> • Dyslexia friendly approaches are consistently used through the school. • A wide range of resources are available for all children to use to support their learning. Teachers provide Quality First Teaching, using a range of teaching styles and strategies to ensure all pupils are engaged and inspired in their learning. • We actively promote outdoor learning; you can see what we have been doing by looking at the outdoor learning tree in each classroom. • All pupils are given feedback on their work and there is an expectation that they will respond to this. 	<ul style="list-style-type: none"> • Pupils identified as requiring additional support will be identified on target planning and will be placed on the class provision map. • Phonics teaching is in small groups and may extend up to Year 4 to ensure all pupils are secure in this knowledge. • A range of IT programs are used to support learning. • The <i>FFT Wave 3 Reading Support Programme</i>, is used in Years 1 – 3. • Booster groups are targeted to support specific learning enabling return to full class lessons. • IEPs are regularly reviewed and shared with pupils and parents. 	<ul style="list-style-type: none"> • Children have IEPs that reflect their specific learning and other needs. These are regularly reviewed, updated and shared with parents / carers and pupils. • 1:1 support is provided to support identified targets. • We have Thrive, ELSA (Emotional literacy support assistant) and emotional first aid trained practitioners who are able to offer bespoke provision for individual pupils. • Targeted phonics intervention beyond Year 4.
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5. Self-help skills and independence




Whole school approaches The universal offer to all children and Young People. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Each class has a range of resources available to encourage pupils to be self-reliant. • Each class has an English and Maths working wall. • R-Time is taught across the school. • Thinking skills are taught. • Each class has a visual timetable. • Residential trips for Y2 – Y6. 	<ul style="list-style-type: none"> • Equipment is available to ensure self-help and independence are fostered through daily routines in school. • Targeted interventions are provided. 	<ul style="list-style-type: none"> • Personalised visual timetables and tasks boards.



6. Health, wellbeing and emotional support




Whole school approaches The universal offer to all children and Young People. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Healthy Schools Plus status. • Level 2 Rights Respecting School. • R Time. • Emotional health and wellbeing education programme. • Fruit provided for whole school snack. • Milk provided at lunchtimes. • Wide range of extra-curricular clubs. • Behaviour & Anti-bullying policy and agreement in place. • Active playtime equipment in place selected by the pupils. 	<ul style="list-style-type: none"> • Play time club. • Target planning in place. 	<ul style="list-style-type: none"> • Thrive, ELSA and emotional first aid support. • Wide range of external professional services engaged in response to individual needs.

7. Social interaction opportunities




Whole school approaches The universal offer to all children and Young People. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • R time. • Snack time. • Group and paired work. • Social skills are an integral part of our school life. 	<ul style="list-style-type: none"> • Social skills groups for targeted pupils. • Play time clubs. 	<ul style="list-style-type: none"> • Emotional health and wellbeing programmes by trained practitioners. • <u>Specialist referrals made as necessary e.g. ASD team, SaLT.</u> • <u>Autism Champion provides targeted support</u>



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

Whole school approaches The universal offer to all children and Young People. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Single storey building with access to all areas. • Charters devised and agreed by all pupils for both class and playground behaviour. • RRSA school promotes a positive learning environment. • Regular Health & Safety checks • Anti-bullying policy in place 	<ul style="list-style-type: none"> • There are a number of Team Teach adults. • Majority of school staff hold a first aid qualification. • Food hygiene certificates held by significant percentage of staff. 	<ul style="list-style-type: none"> • Disabled toilet available. • Hand rails in some toilets. • Assessments and modifications made as required. • PEEP (Personal Emergency Evacuation Plan) in place for individuals with additional mobility needs.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and Young People. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Moving up day during summer term in preparation for the new term. • Open afternoon. • September Parents Forum – opportunity to meet new teacher after 10 days. 	<ul style="list-style-type: none"> • Home visits for Nursery and Reception children prior to starting school. • Year 6 transition programmes in place with feeder secondary schools. 	<ul style="list-style-type: none"> • Transition books. • Additional visits.



Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology Service (EPS)	Works with the SENDCo, class teachers and parents/carers to observe, assess and provide programmes of support for specific children.	Referrals through school Further information can be found on: www.supportincornwall.org.uk Open advice line Wednesdays 2—5 pm 01872 322888
Speech and Language Therapy (SaLT)	Assesses and then works with a child in school on a targeted programme. This is then continued in school and at home.	Referrals can be made through school, please contact Mrs Burgess 01726 74550
Child & Adolescent Mental Health Service (CAMHS)	Offers support to children that have mental health needs.	Referrals can be made through school or your GP. Please contact Mrs Burgess 01726 74550 or your GP
School Nurse	Our school nurse is Olivia Humphries. She can offer help, advice and support with a wide range of childhood issues e.g. eating, sleeping, bed wetting, toileting etc.	www.schoolnurseteamcornwall.org Referrals are made through school, please contact Mrs Burgess <u>or Mrs Hollebon,</u> 01726 74550
Autism Support Team (AST)	This team will provide support and advice concerning strategies to support children with ASC.	Please discuss your concerns with Mrs Burgess or contact Mrs Hadley (<u>Autism</u> SC Champion) 01726 74550
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, coordination and sensory awareness.	Alison Botting, Children's Community Therapy Lead 01872 254531
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises and activities so that the child carries them out regularly.	Alison Botting, Children's Community Therapy Lead 01872 254531
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility	Cornwall Council Children's, Schools and Families Team. 0300 1234 101



	and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	
Hearing Support Service	Hearing support offer a range of services including specialist teachers for those with a hearing impairment, specialist teaching to use assistive technology, mobility and training, hearing assessments as well as advice on a range of subjects to do with children's hearing.	Cornwall Council Children's, Schools and Families Team. 0300 1234 101
<u>Physical Disability and Medical Needs Advisory Service</u>	Providing support to students with Physical Disabilities to ensure maximum access to the school curriculum. This involves cooperating with medical professionals to ensure good physical access through the provision of appropriate equipment; as well as using ICT to improve learning opportunities and to maximise independent recording.	Stephen Deacon, Advisory Teacher physicalandmedicalneeds@cornwall.gov.uk sdeacon1@cornwall.gov.uk 01726 223363
Equality and Diversity Service	This teams works with school to promote Inclusion and Celebrate Diversity, including supporting children learning English as an Additional Language (EAL)	Referrals are made through school, please contact Mrs Burgess or Miss Hollebon 01726 74550
Early Years Inclusion Service	This team works with children aged 2-5 who have significant learning, physical, emotional or social needs	Referrals are made through school, please contact Mrs Burgess 01726 74550
Hearing Support Screening (Audiology)	This service provides in-school or clinic hearing screening to identify any potential hearing difficulties.	Referrals can be made through school or your GP. Please contact Mrs Burgess 01726 74550 or your GP
Social Workers	Work closely with school to support children with social care needs	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Parent Support Advisor	A parent support advisor (PSA) provides a seamless link between home and school which enables a child's wellbeing and promotes a positive attitude towards education.	Contact Miss Hollebon at school on 01726 74550



Answers to Frequently asked Questions

What should I do if I think my child may have special educational needs or needs additional support?

In the first instance you are advised to talk to your child's teacher. Please contact the office to make an appointment. You can also talk to the SENDCo, parent support advisor or a member of the senior management team. We are all committed to ensuring your child is happy and making good progress.

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

We believe that school and home working in partnership is the most effective way to ensure your child makes the most of the learning opportunities offered by Pondhu School. You are invited to join the family learning session each day from 8.45am and we also ask that you support your child's homework by providing a suitable space for them to complete it. In school your class teacher has the day to day responsibility to ensure your child is making good progress. The teachers are supported by the SENDCo and external agencies when necessary.

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

Your child's teacher will ensure the work is matched to your child's needs – this is called differentiation. It may be the work is slightly different; there may be additional resources available or support from teaching assistants.

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

Our school is committed to working in partnership with parents to ensure the best outcomes for your child. We strongly encourage you to attend the termly parent's forum meetings, termly parents evening and you are welcome to make an appointment at any time to see your child's teacher to discuss their progress.

What support will there be for my child's overall wellbeing and safety?

All staff and governors at Pondhu School are committed to ensuring your child is safe, happy and thriving during their time with us. If you have any concerns please see your child's class teacher, the SENDCo, parent support advisor or a member of the Senior Management Team. There are school charters in place that the children have designed and agreed themselves. There are numerous staff with first aid qualifications, food hygiene qualifications and staff specially trained in child protection. Please ensure you let us know if your child has any additional needs – medical, social or academic.

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

Class visits and trips are an integral part of our curriculum and all children are expected to attend if that is the plan for their class that day. Longer residential trips are also very valuable but incur a cost which means they can be attended at parent's discretion. The reason a child may not attend a trip is if they pose a threat to their own or other children's safety (the school reserves the right to refuse a place on a trip).



Who can I contact for further information?

In the first instance you are advised to contact your child's teacher. Other staff in school who would be happy to help are Mrs Burgess, SENDCo or a member of the senior management team. We also have a governor with specific responsibility for Special Educational Needs and Disabilities. ~~She~~He is called ~~David Leary~~Mrs Sandra Heyward and can be contacted by email chair@pondhu.cornwall.sch.uk

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

Please talk to Mrs Burgess, SENDCo or Mrs Tregellas, Headteacher if you have any concerns.

How is your Local Offer reviewed?

The school offer will be reviewed annually following consultation with pupils, parents and staff.





Local offer reviewed and updated: October 2017