



Mithian School

Our SEN information report

Date: April 2020

Name of the Special Educational Needs/Disabilities Coordinator: Sioned Young
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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 YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> - Views and opinions of all pupils are valued by all members of the school community. - Small-school, family environment where the younger children look up to and are nurtured by the older children. - Everyone's needs and views are respected. - Excellent whole-class teaching with continued reflection and consideration of pupils' needs and views. 	<ul style="list-style-type: none"> - As with all of our pupils, SEND pupils have equality across every aspect of school life. - Small intervention groups, tailored to children's needs, encourage participation, communication and confidence. - Children's individual needs are often addressed in Precision Teaching sessions, one-to-one learning where 	<ul style="list-style-type: none"> - Individual support is responsive to the views and needs of the pupil. - Pupils' needs are incorporated into personalised curriculums known as Individual Education Plans (IEPs). - IEP targets can be worked towards in one-to-one Precision Teaching sessions, with review and pupil discussion incorporated into each session. - Pupils' views are an integral part of Team

<ul style="list-style-type: none"> - Detailed planning and objectives for literacy and numeracy with differentiated outcomes for all groups. - Termly opportunities for parents to meet teachers for all pupils. - An elected School Council who meet regularly and whose views are fed back to staff, pupils and parents. - Safeguarding and SEND concerns are discussed at all staff meetings and briefings - Pupil Conferences with School Improvement Partner and Head teacher colleagues as part of HIP Programme - Whole-school Reflection on Learning programme, with focus on Resilience. Staff training, parent information meetings, and children's input imbeds good practice. - Suggestion and Worry boxes - School Teams. - Peer discussions of work and learning. - Play Leader System in the playground - Circle Times in class. - Promotion of school values and respect for all so that pupils know they can approach any staff member. 	<p>specific needs are honed in on, from Reception Year onwards. Intervention also happens "on the day", to address learning difficulties that might have been encountered in class.</p> <ul style="list-style-type: none"> - There are regular reviews between staff and pupils where feedback is valued. - Additional provision is developed in light of student council and other forums. 	<p>Around the Child (TAC) meetings and SEN reviews.</p>
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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"> - The school works in partnership with all parents and carers. We have a strong family ethos and parents know that they are welcome to discuss any matters of concern. - We hold termly Parents' Meetings. - We use the online application, Seesaw, to document children's learning and share this with parents. Children can record and share their own work, giving parents an immediate and personalised window into their own school day. Seesaw is also a communication tool for parents and teachers, and provides weekly school newsletters, and up to date notices. - Paper copies of the weekly school newsletter are always available in the front entrance porch. - Parents of children in the Foundation Stage class are welcomed into the classroom for fifteen minutes before the start of the school day, to settle the children and speak to staff. - Parents of children in Reception Year receive weekly letters informing them of class learning. Parents of children in both their Reception and Nursery years have access to their child's on-line Learning Journal, updated at least weekly with photos and anecdotes about their child and their "next steps" for learning. 	<ul style="list-style-type: none"> - Parents are able to contact school about concerns at any time, either face to face, by phone, in the home/school reading book, by letter or e-mail. - Parents are informed of any extra intervention their child receives at school. 	<ul style="list-style-type: none"> - Parents and carers are supported in attending, and are actively involved in, all IEP and TAC and EHCP meetings and reviews, where their views are an integral part. - Where outside agencies visit school to assess or review an individual child's needs, full information from this visit is shared with parents, along with opportunities, where possible, for the parent and professionals to meet face to face. - All documentation is presented in a format that is accessible to parents.

<ul style="list-style-type: none"> - We use reading diaries whereby schools and parents not only comment on the reading but other notes and matters are brought to each other's attention. - Our PTA (Friends of Mithian School) provide much valued financial support and welcome all parents to join them in a range of fund-raising and social events. - We invite parents in to help with reading, trips, to talk about areas of expertise and enhance learning. - Parents and other family members are welcomed into school for throughout the year; for social occasions; for information-sharing on educational initiatives (eg guest speaker on Reflective Learning); and to Open Days to see their children's work. - Parents are invited to workshops to enhance their understanding of phonics teaching, maths, reading and e-safety. - We work with and can direct families to the Parent Support Adviser, Family Support Worker, Family Information Service, Educational Welfare Officer, School Nurse and other agencies. 		
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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"> - We use the Inspire curriculum and the to ensure a broad and balanced curriculum. 	<ul style="list-style-type: none"> - We provide individual or group work to support those identified as needing 	<ul style="list-style-type: none"> - Pupils are supported in accessing all areas of the curriculum regardless of their SEND,

<ul style="list-style-type: none"> - The curriculum is designed to ensure the inclusion of all students. - We embrace opportunities to use the wider community, locality and environment to enhance children's learning. - We value the pupil voice to enhance the curriculum and our activities. - Regular data tracking and progress analysis identify pupil progress and plans are made to put into place specific interventions where needed. - Teaching staff regularly monitor and evaluate these interventions to determine next steps. - We have a clear marking and assessment strategy, developed with the pupils to ensure their progress, understanding and areas of development. 	<p>support.</p> <ul style="list-style-type: none"> - We provide Precision Teaching sessions to address specific, individual needs. - Small group intervention includes a variety of personalised and published programmes. - The progress of all students taking part in intervention groups is measured on a regular basis. - The intervention packages are adapted in light of pupil progress and current pupils' needs. 	<p>with adult support where necessary.</p> <ul style="list-style-type: none"> - Specialist resources are available and used so that access to the subject is not restricted.
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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"> - Lesson planning is differentiated to meet the needs of the class, including groups and individuals. - Lessons have clear learning objectives and success criteria are discussed and referred to. 	<ul style="list-style-type: none"> - Teaching assistants/class teachers work with small groups on differentiated tasks to ensure understanding, facilitate learning, foster independence and keep students on task. - Additional directed work is provided, 	<ul style="list-style-type: none"> - Personalised and highly differentiated work is provided, enabling independent learning. - We provide one-to-one support in class for pupils who need more intensive support. - We work with the appropriate outside

<ul style="list-style-type: none"> - Our teaching and learning provision meets different types of learning (Visual, Auditory, Kinaesthetic). - Our marking and assessment strategy encourages pupils to respond to teachers' marking. Next steps are identified and shared. - Learning walls and displays promote independent learning and celebrate success. - Classrooms are well resourced to support learning. - Seesaw, our online application, gives parents information on learning and current focuses, so they can support and help at home. - We strive to provide a wide range of visits, trips, and visitors to school enhance learning. 	<p>linked to maths, phonics and literacy, eg daily PT and intervention sessions, or specifically focussed clubs.</p> <ul style="list-style-type: none"> - Independent learning is supported by the use of technology. 	<p>agencies for advice on teaching and learning.</p> <ul style="list-style-type: none"> - Specific resources are provided as needed, for example IT, Toe by Toe dyslexia support, sloping desks, delivery of physiotherapy programmes.
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5. Self-help skills and independence

	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> - All pupils are encouraged in their independent learning skills. - Our whole-school focus on Reflective Learning inspires and equips children with the tools to be independent, resilient learners. - The appropriate resources are accessible in all classrooms to promote independence. - Display walls show key learning steps. - Marking ladders and tool-kits, with clear 	<ul style="list-style-type: none"> - Pupils have resources and personalised equipment to help them learn such as word banks, ICT programmes, and coloured overlays. - Where necessary students have access to visual timetables, task cards, and prompt cards. - Pupils' input is taken into account when writing and reviewing IEP targets. 	<ul style="list-style-type: none"> - Additional support is shared to build resilience in the young person so that they have self-coping strategies for when there is not adult support. - When appropriate, personalised task boards and timetables are available to support independence. - Pupils with a medical or emotional need know the staff members to approach should they need to speak on a personal

<p>success criteria, aid independent progress.</p> <ul style="list-style-type: none"> - Pupils can choose from a wide range of clubs, including academic clubs. - Pupils are encouraged to respond to teachers' marking with suggested improvements, self-assessment and questions of their own. 		<p>matter.</p>
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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"> - PSHE lessons include all students. - Pupils have access to a school nurse on a referral basis. - Risk assessments and safety policies are in place to ensure all children are safe within the school. - Resilience is promoted through competitive sports events available to all where appropriate. - Resilience is currently a whole-school focus as part of our Reflective Learning programme. - Celebration assemblies are held each week sharing sticker accumulation awards, weekly awards for learning and behaviour, and outside achievements. - Infant classes enjoy peer massage as part of their weekly Key Stage assembly. - Children in the Foundation Stage class can use a Feelings Chart when they wish to reflect on and share how they are feeling. A 	<ul style="list-style-type: none"> - If appropriate, intervention groups to help self-esteem issues are available, eg Pyramid Club, Time to Talk. - Bereavement counselling can be sought upon request. 	<ul style="list-style-type: none"> - TACs, Early Support meetings and reviews are supported by a range of agencies. - Additional support for pupils can be requested from: CAMHS; social care; Penhaligan's Friends, and a wide range of other agencies and groups. - Students with specific medical conditions will have an individual health care plan.

<p>Feelings Book based on their own experiences is built up throughout the year to help them recognise and name a range of feelings in different contexts.</p>		
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7. 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"> - All areas of the school are accessible to everybody. - Wheelchair access is available to all classes. There is a Disabled parking space and ramp outside the main entrance. - There is a disabled toilet in school. - Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. - Teachers focus on rewarding good behaviour to promote a positive learning environment. - The rewards and sanctions system is robust. - There is a designated 'Designated Safeguarding Officer' (and Deputy) and a named staff member responsible for Children in Care. There is a designated Governor whose responsibility is safeguarding. - We take safeguarding seriously. Our staff, volunteers and other providers are all DBS checked and our school staff receive regular child protection training. We have 	<ul style="list-style-type: none"> - Access to specialist equipment or resources is provided where appropriate. - Quiet areas are available. - The playground and outside area consists of separate zones for safety. - Additional teaching assistants are employed for vulnerable children at playtimes and lunchtimes when necessary. 	<ul style="list-style-type: none"> - Access to specialist equipment and resources is provided where appropriate. - Quiet areas are available. - Wheelchair access is available to all classes. - There is a Disabled parking space and ramp outside the main entrance. - There is a disabled toilet in school. - Wheelchair access is available to all classes. - We work with outside support agencies to ensure appropriate adjustments are made to where a child sits if they have a particular need such as hearing impairment or visual loss. - Where busy corridors might provide risk, children can, when appropriate, go in and out from eg the playground and hall slightly early, under supervision. - Individual risk assessments are carried out when needed.

<p>also received WRAP training (Prevention of Terrorism and Extremism).</p> <ul style="list-style-type: none"> - We have a magnetic security lock on our main external door and other external doors are locked when the children are inside. Visitor access into the school is restricted. A signing in and out system is in operation. - We risk assess our activities including all activities or visits that take place away from the school premises. - We use licensed activity providers. - All teachers and teaching assistants are trained First Aiders. - A member of staff is trained in fire safety annually. - Our equipment, including fire systems are checked annually or as directed by the compliance officer. - Regular Health and Safety checks are by carried out by the Safeguarding Governor and Fire Officer. - A full Health and Safety audit is carried out by County every March. 		
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8. Transition from year to year and setting to setting

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<ul style="list-style-type: none"> - The EYFS unit forms one of our four classes. Nursery and Reception age children are based in the same classroom, and share many 	<ul style="list-style-type: none"> - Class teacher, who is school SENCo, liaises with pre-schools to share information before transition. 	<ul style="list-style-type: none"> - Where necessary, individualised transition programmes are put in place. These might include additional visits,

<p>activities and resources. There is an ethos where the younger children learn behaviour and classroom routines from the older children's example, and are nurtured by them.</p> <ul style="list-style-type: none"> - The EYFS teacher is our SENCo, and is therefore well placed for the early identification of pupils' extra needs. - The EYFS teacher also maintains links with other local preschools and child-minders. She is able to visit these settings prior to school starts. She offers home visits to pupils prior to their entry into Reception year. - EYFS transition is well planned and takes place regularly and progressively. Children due to begin in our Nursery are offered three Taster sessions in the term before they start. Reception children who are not attending our Nursery are offered weekly Taster sessions in the second half-term block of the Summer term. - Parents of children in our EYFS class have the opportunity to come in to the classroom at the start of each day for 15 minutes to settle their children/ chat with the teacher. Younger siblings who join their parents for this daily session become familiar with the classroom environment and with staff. - Whole-school Transition Week in the second half of Summer Term allows all pupils who are moving up a class to work with their new teacher and enjoy a range of activities with the children in the other year group. - Teachers hold meetings to discuss in depth each child's progress and learning, plus their likes and dislikes, friendship groups and individual needs. In our small school, all staff are well-known to pupils, and staff are familiar with each child prior to them joining their class. There are strong links with our receiving 	<ul style="list-style-type: none"> - SENCo, class teacher and head teacher liaise with Secondary schools and pre-schools to ensure all information is shared before transition. 	<p>photo books, and activity sessions</p> <ul style="list-style-type: none"> - Parents' meetings are held, as appropriate, to discuss transition and to address any concerns.
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<p>Secondary school, Richard Lander.</p> <ul style="list-style-type: none"> - Summer Term transition days are supported. Many Year 5 and 6 children have opportunities to attend sporting events and specialised teaching sessions at Richard Lander, eg Gifted and Talented lessons in specific subjects. - We work with our cluster schools throughout the year so friendships are made. - Head Teacher and class teacher share academic and pastoral information about each child with Richard Lander staff prior to their start at the school. Our Head Teacher shares some of the teaching in our Year 5/6 class, and can discuss their needs in depth during her regular contact with staff at Richard Lander. - We also have links with other secondary schools that pupils sometimes attend, eg Our head teacher's visits to maintain contact with Year 7 pupils. 		
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Thank you for taking the time to read our offer. This document sets out an overall picture of the provision we make at our school but we encourage you to visit Mithian School and discuss your child's particular needs. Please also see our Policy for Special Educational Needs and Disability.