






Special Educational Needs and Disabilities

The levels of support and Provision offered by our school 2018-2019

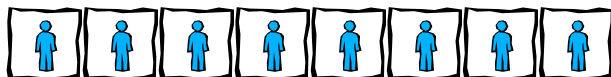
Special Educational Needs and Disabilities Coordinator: Miss N Oxenham.

1. Listening to and responding to children and young people

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 <p>Views and opinions of all pupils are valued by all members of the school community</p> <p>Twice yearly Parent's evenings for all children and parents/carers</p> <p>Safeguarding and SEND concerns are discussed at all staff meetings and briefings</p> <p>Termly learning environment working party comprising Head of School and Hub Councillors who walk through the school looking at ways to improve learning for all.</p>	 <p>SEND pupils are included in all consultation groups.</p> <p>Tailored interventions based on need</p>	 <p>Termly meetings of children, parents, class teacher/SENCo/ Teaching assistant.</p> <p>Pupils' views are incorporated into Individual Education Plans (IEPs) which are shared with parents and children and reviewed in Progress meetings termly. IEPs are completed for children with a statement or EHC or if the SENCo and parents feel it is relevant to their child.</p> <p>All documentation is presented in a format that is accessible to the pupil.</p> <p>Pupils views are an integral part of TAC meetings, CHIN meetings and SEN reviews as described above.</p>

2.Partnership with parents and carers

The Universal Offer



The school works in partnership with all parents and carers.

Parents and carers attend twice yearly Parent's evenings and all parents receive notification of their child's achievement in relation to national expectations.

Pupils reports are sent home each academic year.

Parents encouraged to use 'parent view'

Where necessary, parents are given support to access multi-agency support.

A varied way of contacting parents from school: weekly newsletters, texts, phone calls, social media and physical discussions.

Additional Targeted Support and Provision



Families are invited to attend information sessions re supporting their chn at home.

Parents are able to contact school about concerns.

Meet the SENCo opportunity in the Autumn term for new parents.

Opportunities for parents to attend groups/workshops relating to SEN. Information posted on the school notice board.

Specialist Individualised Support and Provision



Termly progress meeting with Parents and SENCo.

Specific out of school agencies including:

- CAMHS
- Cornwall Dyslexia Team
- Educational Psychologist
- Early Support workers
- Aspire Inclusion team

Parents and carers are supported in attending, and are actively involved in, all TAC meetings and reviews where their views are an integral part.

All documentation can be presented in a format that is accessible to parents.

3.The Curriculum

The Universal Offer



The curriculum is designed to ensure the inclusion of all Pupils.

All Pupils, regardless of their ability and/or additional needs, have full access to the curriculum.

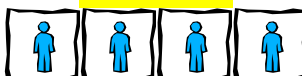
Assessments (including dyslexia testing) are used to identify Pupils who need specific interventions.

Parent evenings through the year and yearly reports to discuss pupils' work.

Termly assessments on pupils' progress and attainment using P-scales and 'Not as you know it'. This is assessed through 'pre-key stage foundation, working towards expectations, meeting expectation or exceeding expectations.'

The introduction of the Immersive Curriculum in the Summer term 2016 to appeal to the needs of all learners. A whole school approach to the overall theme links Topics across the year groups.

Additional Targeted Support and Provision



Interventions are individual and needs led.

The progress of pupils taking part in intervention groups are assessed on a termly basis.

The interventions are adapted in light of student progress.

Small group intervention includes:

- literacy – RWI, reading, toe by toe programme
- numeracy- pre teaching
- speech and language- personalised care plans
- social skills
- Fun Fit – gross motor control sessions
- Precision Teaching

Specialist Individualised Support and Provision



Pupils are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities.




Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.

Personalised timetable if necessary.

Daily contact with parents when appropriate.

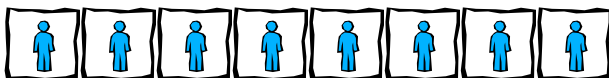
Support from outside professionals e.g. Educational Psychologist, Speech and Language, Occupational Therapist.

4. Teaching and Learning

<p>The Universal Offer</p>  <p>The whole school uses a 'dyslexia friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress 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 for each class and pupils are made aware that at least some of the time they will be seated in ability groups.</p> <p>Learning Objectives are displayed and discussed using 'To be able to...'</p> <p>Alternative ways of recording are used such as using iPad software, Clicker 7.</p> <p>Visual timetables used in all classrooms.</p>	<p>Additional Targeted Support and Provision</p>  <p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep pupils on task. <p>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>Independent student learning is supported by the use of technology, for example:</p> <ul style="list-style-type: none"> - iPads <p>Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc)</p>	<p>Specialist Individualised Support and Provision</p>  <p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>Personalised timetable if necessary.</p> <p>One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc and they have a statement or EHC.</p> <p>IEPs for pupils with Statements/Educational Health Plans. These are reviewed termly with parents and pupils.</p> <p>Task Management boards are used for pupils with specific timetable – to include interventions.</p>
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5. Self Help Skills and Independence

The Universal Offer



Resources available in classrooms containing overlays, highlighters, dictionaries etc which promote independence. These have visuals and words.

Classroom monitors with specific responsibilities.

Consistent routines and behaviour expectations.

Clearly labelled and laid out classrooms

Pupils have the opportunity to choose from many after school clubs, such as performing arts, Lego, Football, Netball, Cookery, Karate and Film club.

PSHE lessons and assemblies to promote these skills.

Additional Targeted Support and Provision



Where teaching assistants are in the classroom they facilitate independence.

Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers.

Pupils can have access to:

- visual timetables/task management boards
- learning passports
- traffic light system

Specialist Individualised Support and Provision



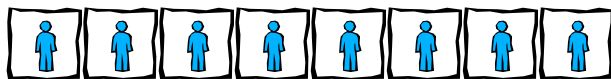
Teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc.

Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent

Timetables are in place to support independence.

6. Health, Wellbeing & Emotional Support

The Universal Offer



PSHE lessons include all pupils.

Pupil issues are dealt with by trained staff, as they arise.

Staff are first aid trained to ensure the safety of pupils.

Pupils have access to a school nurse on a referral basis.

After School clubs e.g. performing arts, football, Lego club, multi-sports.

All Pupils belong to a class/group.

Resilience is promoted through competitive sports events

All children belong to a house.

Every staff member will have the introduction to TIS training and adapt the principles as a whole school approach.

Additional Targeted Support and Provision



Small group work focuses on...

- self-esteem
- social skills
- life skills
- anger management

Support at playtimes where needed.

Group work based on friendships- Circle of Friends, Socially Speaking, Peer mentors.

Specialist Individualised Support and Provision



TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.

Additional support for Pupils can be requested from

- CAMHS
- Social Care
- Music therapy

Pupils with specific medical conditions have individual health care.

Sensory Diet designed for individual pupils needs.

Draw and Talk intervention.

7 Social Interaction opportunities

The Universal Offer



All children belong to a house.

All children from Years 1 to 6 are given the opportunity to run for School Councillor each year.

All children have the opportunity to join a club including: performing arts, football, Lego club, multi-sports.

Class performances and productions where everyone has a part.

Collaborative working in class.

Ambassadors support the younger children and provide a role model for them.

Older children have opportunity to support younger children with their learning and socialising.

Additional Targeted Support and Provision



Socially Speaking intervention.

Specialist Individualised Support and Provision

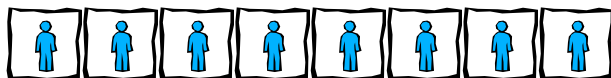


Advice from SALT

Buddy system, particularly for new children to the school.

8. The Physical Environment (safety, accessibility, positive learning)

The Universal Offer



All areas of the school are accessible to everyone including those Pupils with SEND.

All classes have wheel chair access.

Pupils feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.

There is a named child protection teacher, 'Safeguarding Officer' and a named 'Child in Care' teacher.

All areas of the school are uplifting, positive and support learning.

Teachers focus on rewarding good behaviour to promote a positive learning environment – Golden tickets are issued.

The rewards and sanctions system is robust and displayed around the school.

Additional Targeted Support and Provision



Non-slip, non-breakable equipment available in practical lessons.

Some toilets adapted by height.

There are named adults who are 'team teach' trained

Quiet areas are available.

Specialist Individualised Support and Provision

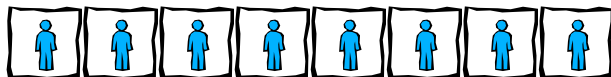


Specialist equipment in practical lessons enables disabled Pupils to be independent.

Classrooms/halls/corridors are made accessible for young people with sensory needs.

9. Transition from year to year and setting to setting

The Universal Offer



The EYFS class forms one of the five classes we have at Shortlanesend.

EYFS transition is well planned and takes place regularly.

There are strong links with the receiving secondary schools. Children are identified who may need extra support and new school is worked with to ensure a successful transition.

Taster sessions happen throughout the year and in a variety of curriculum areas.

Children have a morning in their new class the term before they move into their new class.

Parents given a SEN document to fill in prior to the child starting school to alert staff to any SEN/professionals involved etc. It also asks about parental SEN such as Dyslexia.

Additional Targeted Support and Provision




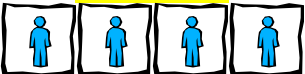

SENCO will liaise with pre-school and secondary school to ensure all information is shared before transition.

Specialist Individualised Support and Provision



Where necessary, individualised transition programmes are put in place.

10 The SEND qualifications of, and SEND training attended by, our staff

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 <p>SENCo trained in the National Award for SEN.</p> <p>SENCo network meetings attended by the SENCo termly.</p> <p>Staff INSET days throughout the year.</p> <p>Weekly staff meetings.</p> <p>Support staff have their NVQ level 2 or 3 or equivalent/relevant qualification.</p>	 <p>TA meetings for those who work with specific children termly or half termly.</p> <p>Groups of staff are trained in a specific intervention e.g precision teaching, Draw and Talk.</p>	 <p>Individualised training attended that will benefit specific children. E.g Effective questioning for children with ASD.</p> <p>The school has one named person as Dyslexia Champion and Autism Champion.</p> <p>The school has two people who are trained in how to use the Dyslexia Screening Test.</p> <p>There will be 2 TIS Practitioners by the end of the 2018 school year.</p>

11.Services and organisations that we work with (a few of the main ones):

Service/organisation	What they do in brief
Speech and Language therapist	Assess children on their language skills, receptive language and expressive language. Provide support on how to deliver speech and language based activities to promote improved speech or comprehension.
Educational Psychologist	They can provide assessments such as cognitive ability, provide support on behaviour and access to learning.
Occupational therapists	Provide programmes associated with sensory issues or movement and co-ordination issues.
Early Support	Co-ordinate and chair Team around the Child (TAC) meetings. Provide support for families and direct them to other relevant services.