Shortlanesend School
SEND Information report and Local Offer
September 2020 – July 2021

At Shortlanesend school all children are valued, respected and welcomed to our school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate.

We comply with statutory procedures and policies which can be found in the links below.

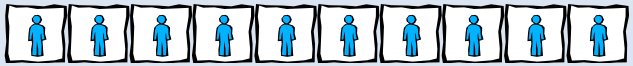
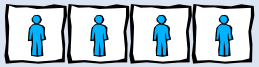
Link to other documents: http://www.aspireacademytrust.org/193/governance/category/16/aspire-statutory-policies	Link to our school's Equality objectives: https://4905753ff3cea231a868-376d75cd2890937de6f542499f88a819.ssl.cf3.rackcdn.com/aspiretrust/uploads/key_information/Aspire-Equality-Information-and-Objectives-Policy.pdf?ts=1543492439956	Link to our school's Accessibility Plan/Policy http://www.shortlanesend.org.uk/website/special_educational_needs/306076

COVID -19 update (September 2020): Aspire Academy Trust is following the latest DfE guidance and subsequent Local Authority guidance in all matters related to SEND. Due to COVID - 19 some elements of this SEND Information report /policy cannot be delivered in full. The DfE recognises that we need to consider 'what can reasonably be provided during this temporary period'. This will be continually reviewed in line with the latest DfE and Local Authority guidance.

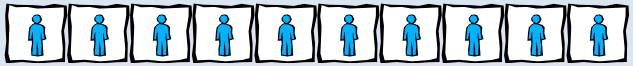
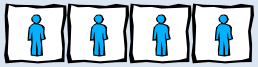
Name of the Special Educational Needs/Disabilities Coordinator: *Debra Stanhope*
Contact details: 01872 276372

The levels of support and provision offered by our school

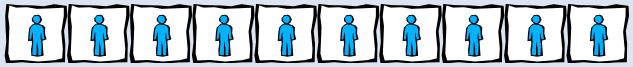
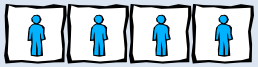
1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Views and opinions of all pupils are valued by all members of the school community. Twice yearly Parent's evenings for all children and parents/carers. Safeguarding and SEND concerns are discussed at all staff meetings and briefings. Termly monitoring by visiting Heads of School and Hub Councillors who walk through the school looking at ways to improve learning for all. School Council offering a voice to all children with representatives from each class. Child Health and safety advisors meet with adults to discuss areas of development needed. Pupil conferencing.	SEND pupils are included in all consultation groups. Tailored interventions based on need.	Termly meetings with child, parents, class teacher/SENDCo/ Teaching assistant. 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 an EHCp or if the SENDCo and parents feel it is relevant to their child. All documentation is presented in a format that is accessible to the pupil. Children asked to attend IEP meetings/EHCp reviews.

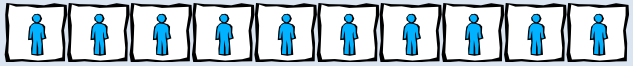
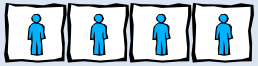
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The school works in partnership with all parents and carers. Parents and carers attend twice yearly Parent's evenings and all parents receive termly written notification of their child's achievement in relation to national expectations. Half termly class assemblies and drop ins to enable an informal visit to the school. 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. Close relationship with parents to enable staff to pre-empt some issues or concerns. Parents have the opportunity to talk to the Parent support worker (PSA)	Families are invited to attend information sessions re supporting their children at home. Parents are able to contact school about concerns. Meet the SENDCo 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.	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.

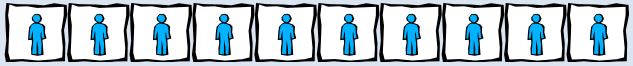
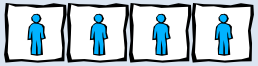
3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
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.' A whole school approach to the overall theme links Topics across the year groups using an immersive approach.	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	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/curriculum if necessary. Daily contact with parents when appropriate. Support from outside professionals e.g. Educational Psychologist, Speech and Language, Occupational Therapist.

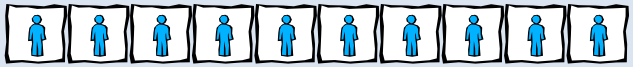
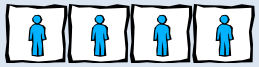
4. Teaching and learning

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
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. The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. 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. Learning Objectives are displayed and discussed using 'To be able to…' Alternative ways of recording are used such as using IPad software, Clicker 7. Visual timetables used in all classrooms.	Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. Teaching assistants/class teachers work with small groups to: - ensure understanding - facilitate learning - foster independence - keep pupils on task. If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher. Independent student learning is supported by the use of technology, for example: - IPads - Clicker 7 - Chrome books Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc)	Personalised and highly differentiated work is provided enabling independent learning. Personalised timetable if necessary. One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities or an EHCp. IEPs for pupils with Educational Health Plans. These are reviewed termly with parents and pupils. Task Management boards are used for pupils with specific timetable – to include interventions.

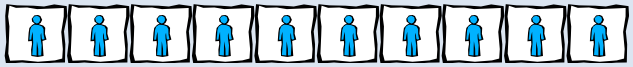
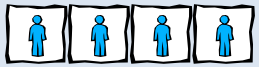
5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
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.	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	Teaching assistants work with pupils to 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.

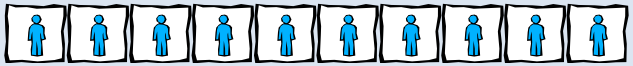
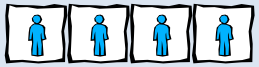
6.Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
PSHE lessons include all pupils using SCARF approach. Religious Education curriculum is delivered to all children using the scheme SACRE 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.	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. Trauma Informed schools approach to work with individuals./small groups alongside the support of parent/carer.	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 plan. Sensory Diet designed for individual pupils needs. Some staff are trained in Draw and Talk intervention. Trauma Informed schools approach to work with individuals alongside the support of parent/carer.

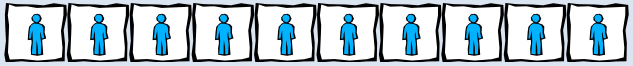
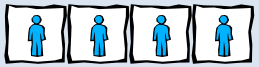
7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All children belong to a house and take part in regular events such as performance day and sports day, working collaboratively together as a team. 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.	Socially Speaking intervention.	Advice from SALT Buddy system, particularly for new children to the school.

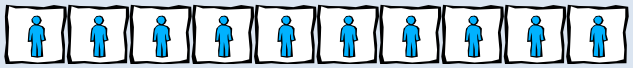
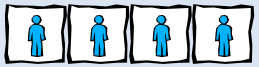
8. The physical environment (accessibility, safety and positive learning environment.

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
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. School complies with Cornwall Council accessibility audit.	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 equipment in practical lessons enables disabled Pupils to be independent. Classrooms/halls/corridors are made accessible for young people with sensory needs.

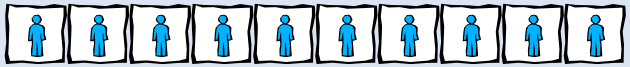
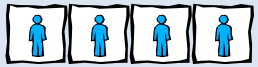
9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The EYFS class forms one of the five classes we have at Shortlanesend. EYFS transition is well planned and takes place regularly throughout the summer term, including home visits. 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. SEN transition sheet completed prior to the child leaving. Taster sessions happen throughout the year and in a variety of curriculum areas. Children have time 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.	SENDCO will liaise with pre-school and secondary school to ensure all information is shared before transition. Additional transition in house or at secondary provision where needed.	Pupils have structured and gradual transition into school and discussions happen between settings. Children visit the class/school so that they are familiar with routines and key members of staff. Booklets are sent home with photos and information about the class to go through with the pupil.

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

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
SENDCo trained in the National Award for SEN. SENDCo network meetings attended by the SENDCo termly. Staff INSET days throughout the year. Weekly staff meetings. Support staff have their NVQ level 2 or 3 or equivalent/relevant qualification.	TA meetings for those who work with specific children termly or half termly. Groups of staff are trained in a specific intervention e.g precision teaching, Draw and Talk.	Individualised training attended that will benefit specific children. E.g Effective questioning for children with ASD. The school has one named person as Dyslexia Champion and Autism Champion. The school has two people who are trained in how to use the Dyslexia Screening Test. 2 TIS Practitioners trained in 2019.

Covid – 19 Response SEND

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning. SEND provision overview and SEF/Audit Comprehensive Trust wide training sessions for all staff and SENDCos – for example Differentiation, social stories, transitions – return to school and from setting to setting, Trauma Informed Schools – advice and guidance to support staff, children and communities. Ensure parental/family engagement Whole school approaches to embed new school routines.	Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning. Review of IEPS for all pupils on SEN support. Ensure any adjustments of targets/provision is in place. Ensure cycles of assess, plan, do, review target and respond to presenting needs now. Review intervention programme Multiagency collaboration and referrals – risk assessments in place Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly Visual supports and social stories to communicate whole school new routines	Review EHCP provision / outcomes are accurate and any adjustments addressed through formal processes with the Local Authority EHCP risk assessments when required EP planning and Support Multiagency collaboration and referrals – risk assessments in place Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly Visual supports and social stories to communicate whole school new routines

Services and organisations that we work with:

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.**

Pupil progress

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- ✓ **Communication and Interaction:**

  -Circle of Friends intervention to enable children to build on their skills in a nurturing, small group environment.

  -Opportunities to develop communication skills in school productions and class performances.

  -The use of visual prompts such as visual timetables and traffic lights cards.

  -Alternative ways of recording learning- for instance the use of IPad apps such as Clicker 7, video, adult scribing and photos.

  - Development of typing skills for individuals who use typing more regularly.

  -Good practice in teaching, for example the use of clear unambiguous language, asking children to repeat back instructions, task management boards, reward systems.

  -RWInc and RWInc Get Spelling programme implemented across KS1. RWI Spelling programme implemented across KS2.

  - The formation of a School Council with the opportunity for everyone to run for election.

  -Clubs including: Lego, Performing Arts, Gardening, board games, Cooking and book club.

  - Pop in Fridays, Class assemblies, Parent reading sessions, Parent information sessions to strengthen and inform home/school links.

- ✓ **Cognition and Learning:**

  -Phonological awareness intervention

  - TA support for children who need extra support with their learning

  - Dyslexia screening test

  -Precision teaching

  - Pre teaching

  - Extra adult support for children who need catch up opportunities

  - Memory games to promote a stronger memory.

- ✓ **Social, Emotional and Mental Health:**

  -Draw and Talk intervention

  - Music therapy

  -Circle of Friends intervention

  - Extra play based opportunities for children to have nurture time.

  - A trusted adult to act as a support for children needing emotional support for any issues

  - Staggered timetable/personalised timetable

- ✓ **Sensory and/or Physical Needs:**

-Funfit intervention

- Personalised sensory diets

-Access to sensory objects such as stress relievers, chew toys, wobble cushions and heavy muscle work opportunities.

-Regular physical breaks for children who need a break in between lessons.

We monitor the quality of this provision by meeting regularly with the parents, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring interventions and planning, regular training updated across the school. We monitor data by a whole school tracking system, P scales- Small steps documents where necessary and the EYFS profile. Termly progress meetings review and update parents, staff and children on their targets.
We measure the impact of this provision by looking at data from across the school, talking to children and parents, assessments from outside agencies such as Speech and Language, learning walks and monitoring visits.

How we know how good our SEN provision is

Look at data across groups such as SEN, Pupil Premium- compared to County and National averages.
Termly review of Record of Need.
Half termly observations and book looks to observe provision and progress.
Termly meetings with parents.
Feedback from parents.

If you wish to complain

Anyone wishing to make a complaint with regard to SEN support and provision should contact the Head of School Chad Wilson or see the relevant information regarding the complaints procedure on the Aspire Academy trust website.
http://www.aspireacademytrust.org/193/governance/category/16/aspire-statutory-policies

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: SEND Local Offer

Answers to Frequently asked Questions

1 How do people in school know if a pupil needs extra help? Children are assessed, observed and monitored regularly with half termly staff meetings to discuss provision and support needed in each class.

2. What should I do if I think my child may have special educational needs? Talk to the class teacher and/or SENDCo and share your concerns.

2. Who is responsible for the progress and success of my child in school? The class teacher.

3. How is the curriculum matched to my child's needs? Each child is seen as an individual so in collaboration with parents and staff, a programme will be put together that best supports the child.

4. How do school staff support me/my child? Trying to find the best way to support the child through use of assessments, external agencies, discussions between staff, parents and child.

5. How will I, and my child, know how well they are doing? Each term there are opportunities to come into school to look at your child's books and classroom with drop- in sessions, class assemblies, reading time, class performances and a written progress report.

6. How can you help me to support my child's learning? parent information sessions are held in areas such as Maths, Phonics and reading. We encourage you to talk to one of us if there is something specific we can help with.

7. What support is there for my child's overall wellbeing? A positive approach from all staff, a close school community where staff know all children in the school and know them and their families well, TIS approach.

8. How do I know that my child is safe in school? Asking your child, observing the school buildings and how they are secured but also unthreatening.

9. How is my child included in activities outside the classroom including school trips? All children have access to school trips and residentials. Access arrangements are put into place where needed in discussion with the child and parents.

10. How accessible is the school environment? See accessibility plan on school website or look around yourself.

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond? See transition box above.

12. Who can I contact for further information? Chad Wilson Head of School, Debra Stanhope SENDCO, Jill Holroyd Secretary