Porthleven School

Our Special Educational Needs and Disability (SEND) Information Report
July 2022

Our School Information Report details the provision, expertise, resources and links that we have in place to ensure that we can meet the special educational needs of all the children in our school. All staff and governors are involved in monitoring and evaluating the special educational provision and are responsible for the successful implementation of our Information Report to ensure the success and achievement of all pupils.

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a persons ability to carry out normal day-to-day activities*. No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Porthleven School is fully inclusive. Current needs being met include:

- Dyslexia
- Dyspraxia
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Receptive/expressive language difficulties
- Developmental Delay
- Sensory Processing Difficulties
- Social and emotional mental health
- Physical and Medical Disability

Our policies for Special Educational Needs and Equality and Diversity and our Access Plan can be viewed on Porthleven School website.
This document includes a list of questions commonly asked by parents with answers provided by the SENDCo.

A group of current parents, with special needs children of their own, are willing to discuss their experiences at Porthleven School with you, on request through the SENDCo.

Name and contact details of the Special Educational Needs and Disabilities Coordinator:

Alison Broome **abroome@porthleven.cornwall.sch.uk** **01326 562249**

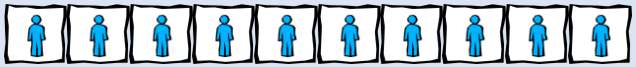
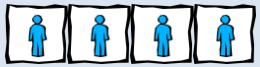
The levels of support and provision offered by our school

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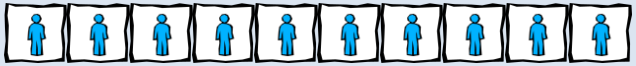
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1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
● All pupils have opportunities to take part in all school activities. ● In the EYFS key workers build next steps with children so that they are aware of the skills they need to practice. Key workers work alongside children regularly. ● The views of all pupils are valued. ● Pupil voice is heard through: 1. Questionnaires 2. Comments: what has gone well this year and future targets.. 3. Identifying emotions via Emotions Trees/Monsters/Scales in the morning upon arrival. With opportunities to discuss with an adult 1:1 or to the whole class if appropriate. 4. 'kindness buckets' where the children can fill other children's or adult's buckets with kind words/pictures. 5. Class sharing time- Children can share any special objects/achievements to the class 6. Year 1- Topic/writing boxes are chosen by the children and their interests 7. 'What I want my Teacher to know' opportunities within classes	● Opportunities are created to listen and respond to small groups or individual pupils, regarding academic/non-academic issues, throughout the day. ● Plans are modified in the light of pupil voice (teaching plans). ● Mental Health and Wellbeing Pupil Focus Group available to listen to peers' concerns and implement change through half-termly meetings and an action plan.	● Pupil views are an important part of review meetings. ● Desired outcomes and SMART targets are discussed with the pupil during Individual Provision Map and EHCP review meetings. ● Pupils can attend review meetings if appropriate. ● Interventions are planned with close regard to pupil views and feelings. ● Communication Passports are produced by pupils with TA support. ● Opportunities are created to listen to pupil views to overcome concerns or to allow pupils 1:1 time. ● Emotional Literacy support is put into place to address specific worries and at times of transition. ● Visual/kinaesthetic tools are used to aid communication where verbal communication is impaired. ● Emotions Scale/Incredible 5 point scale on desks to allow visual communication of emotional state.

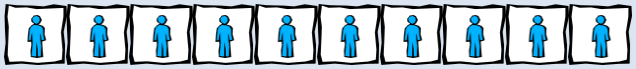
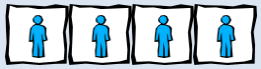
2. Working with parents and carers

Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and provision

The universal offer to all children and YP 		
- School aims to work in partnership with all parents and carers. - All parents/carers are invited to attend parent's evening - Parents/carers know who to contact if they have a concern. - An open dialogue is encouraged between teachers/TAs and parents, often face-to-face sometimes by phone or email, home-school books or e-school. - Parents are invited to attend a class meeting at the start of the academic year, to discuss routines and inform them of important dates. - Porthleven School website provides up-to-date information about the school experience including specific curriculum information. - Annual reports are sent home in the summer term. - Parents are able to contact school at any time regarding concerns. - Accelerated Reader sites give KS 1 and KS2 parents information about their child/children's learning' - Parents receive feedback on phonics progression. - Curriculum information is sent home termly: mental maths, spellings, times tables and Accelerated Reader. - Parents are invited to join their children in a lesson each term, to experience and support their learning. - In EYFS, Tapestry online learning journeys are provided. This is a secure system that allows parents to log on at home and see what children have been doing. Parents are able to add their own comments, pictures and observations of what they have been doing at home.	- Families are invited to attend information sessions re supporting their child/ren at home. For example, Learning Together, literacy and numeracy workshops including and Inspire Days. - Families are supported through tailored workshops offering additional strategies to use alongside school processes. - Parents are invited to Understanding My Child's Emotions presentations. These take place once or twice yearly and can be requested. - Representative on the PTA as a school/pupil voice - Access to Nessy IT Spelling programme for all parents/carers to access progress and individual targets.	● Parents are expected to attend, and be actively involved in, all review meetings (progress/IPM/EHCPAnnual Reviews) ● Parent's views are an integral part of all planning. ● All documentation is presented in a format that is accessible to all parents. ● A questionnaire is sent to each family once per year. ● There is open access to the SENDCo; She can be contacted informally by email, phone or face-face at any time during the school day to discuss concerns or book a further meeting. ● Support is offered to parents where required: to communicate their views effectively, complete paperwork, access support, understand terms and expectations. This is offered to all parents. ● Child In Need meetings take place half-termly.

- Information, included in weekly newsletter relating to up and coming events and topics, and outcomes of the next week - Updates via Google Classroom including spelling results - Texts sent out with key important information - Use of reading records to communicate with parents.		

3. The curriculum

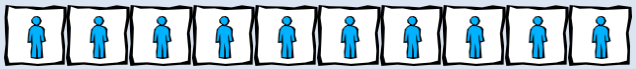
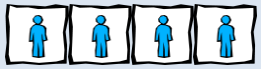
Whole school approaches. The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		

- All pupils, irrespective of their ability and/or additional needs, have full access to the curriculum. - All pupils Y2-6, who are able to read the first 100 words, access the Accelerated Reader programme to enhance independent reading skills. - All children Y2-Y6 can access TTrockstars / or Numbots at school and at home to develop numeracy skills. - All children are made aware of the standards of expectation for their year. - Skills in punctuation and grammar are addressed in Grammar specific lessons. - In EYFS and KS1 reading is taught through the Read, Write, Inc programme. The programme teaches phonics for reading and spelling. - Read Write Inc (RWI) Spellings are taught to those who have come off the RWI programme in KS1. This is a Dyslexia Friendly Programme and embeds spelling strategies that are used with consistency in all year groups. - Children's learning in maths is supported, across both key stages and all year groups, using practical resources (manipulatives) and visual representations to ensure that the vast majority of children can access the learning appropriate for their year group. - To enable children to keep pace with their peers, teachers implement immediate intervention to address gaps or areas of confusion. - At times, support outside the maths lesson may be required: pre-teaching, securing knowledge of number facts, clarifying misconceptions. - A concrete, pictorial, abstract approach is used for the teaching of mathematical concepts. - Maths is taught in a style to promote mastery: children master the objective of the lesson and are able to use and apply their learning in problem solving and reasoning situations, explaining their thinking, reasoning and justifying their opinion.	● Targeted interventions are provided for small groups in each class where appropriate. These interventions are designed to be short term and are revised regularly. For example, specific weaknesses in spelling, punctuation or grammar, knowledge and understanding of multiplication tables and division facts. ● The progress of targeted interventions is ongoing. Targets are adapted to meet needs. ● Interventions include: 1. Literacy: Read, Write, Inc and the Read, Write, Inc Fresh Start programme for Y5 and Y6 2. Numeracy: number facts (bonds and tables), key skills and methods (KIRFS), reasoning skills, Ready to Progress targets and number sense 3. Speech and language 4. Keyboard skills 5. Emotional Literacy 6. Social skills-to promote positive peer engagement during learning. 7. Fun-Fit –to promote development of fine and gross motor skills and engagement on entering the classroom. 8. A weekly class target sheet promotes fluidity in the support on a 1:1 basis across academic, social and emotional needs.	● Pupils are supported in following their chosen interests regardless of their SEN or disability. ● Assessments including, Dyslexia and Developmental Coordination Disorder screening, The British Picture Vocabulary Scale and non-verbal reasoning tests are used to identify pupils who may need specific interventions. ● Pupils with SEN or disability can access the curriculum with adults or specific resources to support where necessary. ● Teachers plan specifically to meet pupil's SEN. ● In exceptional circumstances a pupil can be dis-applied from some subjects of the primary curriculum: strict guidelines must be followed to achieve this. ● Specific resources are provided for 1:1 use e.g. Ipads, writing slopes, coloured overlays, Move n' Sit cushions, sensory resources, special chairs provided by OT etc ● When necessary individual children will be pre-taught aspects of a lesson to aid their understanding and to make connections in their learning ● Sometimes, it is appropriate for an individual pupil to attend literacy or numeracy lessons in a younger year group.

- End of unit maths assessments are used to monitor children's progress in a current topic. Termly assessments are used as attainment progress checks. - Our EYFS provision is focussed on learning through play. We teach maths and phonics in small groups and use challenges and next step targets to focus children in their continuous provision time. - End/start Point to each topic through enriching experience - class trips, visits from professionals, etc. - Concepts are used to link foundation subjects from EYFS-Yr6		

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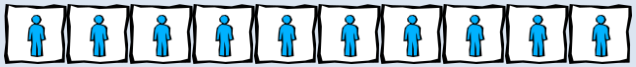
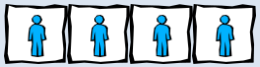
4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
● Porthleven School has achieved Dyslexia Friendly Status: dyslexia friendly teaching and learning strategies are used throughout the school to ensure the progress of all pupils. ● Careful planning ensures subjects are taught in a clear way with regular repetition and opportunities to practise learning. ● Different learning styles (auditory, visual, tactile and kinaesthetic) are represented in the ways that pupils access and record learning.	● Class teachers and TAs share information about pupils to ensure that needs can be met in the classroom. ○ Where possible, class teachers discuss lesson plans with TAs before the start of lessons. ○ TAs make notes about pupil achievement, as the lessons progress, to feedback to the teacher. ● Class teachers/TAs work with small groups to: Ensure understanding	● Where appropriate, pupils are provided with personalised and highly differentiated teaching and learning experiences that are continuously monitored and adapted. ● Some one-to-one support is in place for all pupil with an Educational Health Care Plan (EHCP) or disability. ● One-to-one support for these children is not continuous: support is provided for the pupil's most vulnerable times but opportunities are also provided to encourage independence.

● Lessons are planned to ensure that children of all ability levels can access the learning and opportunities are provided to embed and apply learning in a variety of different contexts. ● Pupils will sometimes be grouped according to the amount of support that they need. ● Lesson objectives are displayed. ● Children are made aware of the next steps in their learning and how their learning meets the standard for the year group. ● Pupil's work is marked using green to represent success and orange for next steps. ● Pupils are given time to respond to the teacher's marking using a purple pen. ● Key vocabulary for literacy and numeracy is permanently on display in classrooms. Topic related vocabulary is displayed as appropriate. ● A range of resources is easily accessible in each classroom. ● Ideas/information is recorded in different ways. ● STEM sentences are used in all subjects: sentence starters using subject specific vocabulary that can support children in explaining their work and understanding.	Accelerate progress Keep pupils on task Foster confidence and self-esteem. Extend learning ● Pre teaching of specific vocabulary, concepts or methods takes place where necessary. ● A weekly class target sheet promotes fluidity in the support on a 1:1 basis across academic, social and emotional needs. ● Additional booster groups linked to areas of need after school clubs	● Independent pupil learning is supported by: ○ Chromebooks ○ Coloured overlays ○ Writing slopes ○ Stabilo pens ○ Word banks ○ Easy access to maths resources ○ Reduced expectation, in terms of material that is presented at one time. ○ Alternative ways to record ○ Scaffolded resources to achieve ease of access to writing ● Where there is no EHC Plan, pupils are supported in small groups. They will also be encouraged to work as part of the whole class as often as possible, with specific resources/methods of recording/visual aids to enable access. ● Advice is sought from external professionals where appropriate. ● Interventions/targets/strategies recommended by external professionals are put into place, as far as possible, and are monitored using the Assess-Plan-Do-Review cycle ● A brief overview of the needs of all SEND pupils in each class is available for supply teachers. ● Individuals or small groups are supported through the following programmes: Read, Write, Inc 1:1 support Fun-Fit Emotional Literacy Lego Therapy (Social skills intervention) Speech and Language intervention Keyboard Climber/BBC Dance Mat –(typing programme) ● Special access arrangements are put into place for tests where required: adult reader or scribe, extra time, separate room, paper instead of IT or vice versa.

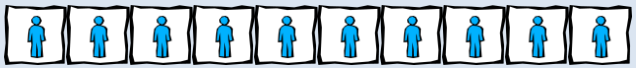
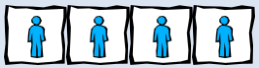
		● Modifications are made with regard to homework and home learning.

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 are easily accessible in classrooms including provision of Working Walls and displays. ● Word banks and key skills cards are provided ● Success criteria is displayed for easy reference. ● In KS2 all children have a personal spelling journal. ● In KS 1 there are word banks, Read Write Inc speed sound charts and exception words on display, also examples of teaching, and phonic/spelling pattern displays. Picture labels clearly indicate resources and picture clues are used to clarify the meaning of specific terminology within success criteria.	● Instructions are repeated or supported through visual prompts. ● Pupils have access to: Visual timetables Now and Next activity cards Traffic light systems Timers: spot, sand, digital ● Pupils have personalised equipment: overlays, writing slopes, manipulatives, word banks etc ● Part of the TAs role is to facilitate independence. ● Help/Okay cards are available on desks and used to request support independently	● Teachers/TAs ensure that pupils can access the task and have all the appropriate resources available. They are taught how to use support materials before asking for help. ● Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed. ● Pupils are rewarded for independent functioning: selecting appropriate resources, accessing sensory breaks/resources, using self-help strategies for emotional regulation. ● Individual guidance provided by the occupational therapist and/or physiotherapist is built into the daily timetable.

● Learning lenses are used that are linked to writing, where pictures represent grammar, and writing skills. ● In the EYFS children are set weekly challenges to encourage them to apply skills independently.		● Alternative provision for toileting, drinking and eating is made available, where appropriate and in a sensitive way. ● It is recognised that some children may have routines in place that support the transition from home to school.[

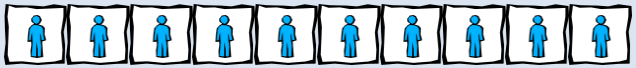
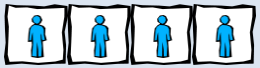
6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
● A Wellbeing Tracker is completed for each class twice yearly: January and June. This is reviewed by the SENDCo. ● A Mental Health and Wellbeing Pupil Policy is in place to guide whole school practices. ● Positive learning behaviour is promoted throughout the school. ● The six principles of nurture are promoted through-out the school. ● Sex and relationship education is provided. ● All members of staff have had Bereavement training. ● Risk assessments are made for all trips and for day-to-day school events.	● Playground 'Buddies' support vulnerable pupils during breaktime. ● Members of the Mental Health and Wellbeing Pupil Focus Group support vulnerable peers during break times. ● Time out/calm spaces are provided for pupils who need it. ● In the EYFS room we have a quiet space with a bean bag and books ● The Boxall Profile gives an indication of emotional well-being for identified pupils. ● Friendship tables/benches for KS1 and KS2 playgrounds.	● A Mental Health and Wellbeing Care Plan is in place for pupils with significant Social Emotional Mental Health needs (SEMH) where CAMHS is involved. ● Individual Behaviour Plans are in place to support pupils who emotionally dysregulate at school. ● Pupils with significant medical conditions have an Individual Health Plan that is reviewed with parents and a medical professional at least yearly. ● An Intimate Care Policy is in place. ● External Professionals (OT, Physio, School Nurse) train teachers and TA to deliver exercises/administer medicine correctly.

● A policy for the administration of medication is in place. ● Parent and Pupil Voice questionnaires provide opportunities for issues of bullying to be highlighted. ● Emotional Literacy is taught in all classes as a response to need. ● The Virtues: Gifts of Character are promoted throughout our school. ● School dinners are provided for all R, Y1 and Y2. ● Healthy eating is promoted in cookery lessons: Eat Well Plate. ● Healthy tuck promoted and supplied to N, R, Y1 and Y2. ● Levy Listeners support FS/KS1 playground. ● All teachers, teaching assistants and lunchtime assistants, have received Emotional Literacy training: Behaviour is a manifestation of underlying anxieties, early identification and support strategies. ● Lunch Time Assistants have also received further training in behaviour management. ● In the EYFS we focus on 5 of the virtues, choosing one per week. The children receive stickers when they have shown a virtue and each week a child is chosen to take a virtue teddy home. ● Sensory/movement breaks are provided where necessary. ● EYFS circle time is used to discuss body signs that tell us we feel too hot /cold, hungry, need the toilet etc ● EYFS use inside out characters to discuss feelings and ways to manage them. ● Emotions Tees/Monsters/Scales are used to help all pupils to communicate their emotions on entry to school every morning and as a way to indicate if they need to speak to an adult about something ● 'kindness buckets' are used where the children can fill other children's or adult's buckets with kind words/pictures.		● Support is provided on the playground and in the dining hall to ensure the safety of pupils with physical disability. ● Additional support can be requested from: a. Mental Health Support Team b. School Nurse c. CAMHS d. Dreadnought e. Penhaligon's Friends f. Early Help Hub g. Andrew Mercer (independent adviser) ● Individual risk assessments are maintained and regularly updated. ● Cartoon Stories are used to help pupils to understand and act upon bullying behaviour. ● Communication is encouraged through visual means when pupils with SEND find it challenging to express emotions or worries. ● The Anxiety Pack provided by the ASD team is used to provide 1:1 support where necessary. Also, use of the Anxiety Gremlin and Worry Lap-Top. ● Emotional Literacy interventions take place to address: a. Self-esteem b. Self-awareness c. Self-regulation d. Motivation e. Social skills ● Autism Champions ensure that the emotional needs of pupils on the Autistic Spectrum are cared for. ● Sensory activities/strategies/resources are provided for pupils with sensory processing needs.

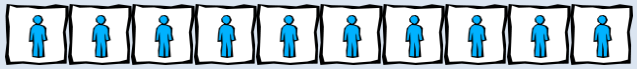
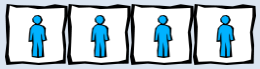
● Mental Health and Wellbeing Pupil Focus Group meet half-termly to discuss strategies to support all their peers. They are training to use simple strategies to boost low mood in their peers.		

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 pupils have opportunities to interact socially with the whole primary age range regardless of age, ability or additional need. ● All pupils take part in trips/activities in the wider community. ● In EYFS the children are encouraged to play with younger and older children within a mixed Nursery and Reception unit. ● Levy listeners create a support network between Yr 6 and Rec/Yr 1. ● Continuous provision takes place in Year 1 to ease the transition between EYFS and KS1.	● Pyramid (Boost) Club takes place to support the social interaction of selected Year 3 pupils. ● Social groupings within classes are organised to support individuals. ● Small groups of children take part in group sessions based on making and maintaining friendships and making good choices within friendships. ● KS1 and KS2 Lunch Clubs take place daily: an opportunity to promote table manners and socialisation at mealtimes. ● In EYFS we use snack time as an extra time to talk and play games using ideas from the Word Aware book. ● Additional responsibilities are provided to promote self- esteem and relationships - librarians, office duties, etc	● TAs use Cartoon Stories with individual pupils. ● Pupils are supported by TAs to facilitate attendance at some clubs e.g. Fun-Fit. ● Buddy systems are put into place to facilitate friendships. ● Positive friendships are encouraged through careful consideration of seating and grouping; where appropriate. ● Opportunities are provided for tailored story books to be shared and discussed, in line with individual needs. ● Yr 6 levy listeners support children in EYFS at lunchtime to encourage games. ● Safe spaces within school and in the outside environment are provided for pupils who cannot access the main playground for emotional or physical

		reasons. Pupils with a Buddy can access these spaces.

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 
● Teachers focus on rewarding good behaviour to promote a positive learning environment. ● Rules, rewards systems and sanctions are consistent throughout the school and displayed in classrooms. ● The Virtues: Gifts of Character are promoted throughout our school. ● In the EYFS we focus on 5 of the virtues, choosing one per week. The children receive stickers when they have shown a virtue and each week a child is chosen to take a virtue teddy home. ● TAs and Lunchtime Supervisors use a consistent approach. ● There are designated Child Protection Officers. ● The school is secure. ● Most areas of the school are accessible to everyone including pupils with SEND. ● All electric devices are PAT tested yearly.	● Quiet, supervised areas or opportunities to expel energy are provided for those pupils who feel anxious during unstructured times or who cannot cope with lunchtime routines due to sensory issues.	● TA support enables disabled pupils to access rooms and resources safely. ● Non-white paper and overlays are provided for pupils with scotopic sensitivity. ● Some teachers and TAs are Team Teach trained. ● Wheelchair adaptations in place: three toilet areas, one stair lift in place, slopes to aid access to all buildings and play areas. ● Sensory resources are provided for pupils with sensory processing needs e.g. ear defenders, resources to promote heavy muscle activity and sensory calming..

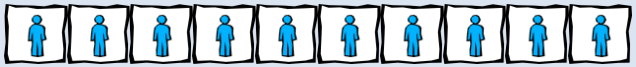
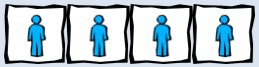
● Risk assessments are undertaken. ● Fire exits are clear. Fire drills take place termly. ● White screens are avoided on all projected materials and teaching screens. ● The EYFS garden is accessible for all ,we encourage outdoor activities and Forest school sessions weekly. ● Year 1: Continuous provision. Outdoor learning environment used as part of the provision		

9. Transition from year to year and setting to setting

● Admissions Policy clearly sets out admissions arrangements including those for disabled pupils. ● Home visits and stay and play sessions take place for Early Years children ● There are strong links with Secondary Schools. ● Taster days take place for Year 5 and Year 6 pupils. ● Year 6 teachers share information about all pupils with the Head of Year 7. ● Secondary School teachers visit to meet with the children. ● A structured summer term transition is in place between year groups. ● Children starting in Nursery attend Learning Together with their parents and visit during Transition week prior to beginning school in September. Learning Together is offered every term for new starters. ● Children who do not attend Porthleven Nursery but start in our Reception class, have a Learning Together session and visit with First Steps. Transition is discussed with all nursery feeder schools. ● Parents meetings take place to ease transition for their children	● Porthleven SENDCo shares information about all Year 6 SEND pupils with the Secondary School SENDCos. ● All SEND paperwork is passed to the Secondary School/new school, including most recent IPMs (Individual Provision Maps).	● Individual pupils with SEND may have extra transition visits with specific functions i.e. to take photographs of key members of staff, become familiar with the school layout/timetable/organisation, to experience lunch in the canteen etc. ● A key worker is nominated at the Secondary School and the pupil is introduced during taster sessions. Opportunities are provided for email communication between key worker and pupil. ● The SENDCo from Secondary School attends IPM and EHCP reviews. ● Communication Passports are prepared to take to the new school or class. ● The class teacher and/or SENDCo communicates information via telephone or email if appropriate.

● Parents and children can attend a school dinner as a taster session. ● We hold Forest school transition sessions and sessions in the hall to get to know the new Reception children.		

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** 
Read Write Inc: All teachers and TAs **Dyslexia Friendly School Status: all staff** **Regular updates on Dyslexic teaching practice to individual teachers and TAs.** **Senior Lead Training: Self-Awareness-First know yourself: 1 teacher** **Emotional Literacy: All teachers, teaching assistants and lunch time assistants.** **CACHE Level 2 Certificate in Understanding Children and Young People's Mental Health: All teachers and TAs.** **National Nurturing School Project: 2 year programme leading to certification. Assessment due early 2021. AB and JP.**	**TRUGS (Teach Reading Using Games): all TAs** **Autism Champion: 2 TAs** **SEN Diploma: 2 TAs** **Attachment Disorder: SENDCo and 2TAs** **TRUGS training (Teach Reading Using Games): 12 TAs** **Memory Skills: 3 TAs** **Pyramid Club: leader training 3 TAs** **Dyscalculia: Whole staff training in school led by SENDCo and Maths Co-ordinator** **Dyscalculia: 2 teachers, 1 TA.**	**OCR Level 5 Diploma Teaching pupils with SpLD (dyslexia): SENDCo and one SEN TA** **Emotional First Aid Certificate: SENDCo** **Emotional First Aid Licenced Trainer: SENDCo** **OCR Level 7 Diploma Assessing and Teaching pupils with SpLD: SENDCo** **OCR Level 3 Diploma: Special Educational Needs: 2 TAs** **Team Teach: 5 TAs + KS2 Teacher** **Deaf Awareness: 4 teachers and 6 TAs** **Draw and Talk: SENDCo and 8 TAs**

Resolution and Conflict (training through Nurture UK): all Teachers **Prevent training: all staff** **Literacy hub Oracy workshop: 1 teacher** **National Nurturing Schools Programme x2 Teachers** **Senior Mental Health Lead: 1 teacher**	**Applied Minds and Emotional Coaching: HT and DHT** **Emotional First Aid training qualification: SENDCo** **Mindfulness training Stage 1: 1 teacher** **Introduction to Trauma Informed Practice: all staff** **Holding All the Parts in Mind - Understanding, Recognising, and Working with Complex Trauma & Dissociation' virtual conference: 1 teacher**	**ADHD awareness (in house training provided by SENDCo) All Teachers and TAs** **Visual Phonics: 2 TAs** **Language For Learning: 4 TAs** **Stammer Clinic: 3 TAs** **Training to be able to administer movement and flexibility exercise : provided by Physiotherapist 4 TAs** **Emotional First Aid: SENDCo, 2 teacher and 2 SEN HLTAs** **Supporting Learners with Mental Health Needs: 3 TAs** **Dyslexia Champion Role: 2 HLTAs** **Visual Communication strategies: Led by SALT Clair Roberts. All EYFS** **ASD in girls and PDA: All staff** **Bereavement training through Pengaligon's Friends: SENDCo and 3 TAs** **Autism and PDA: 4 TAs** **Understanding Autism, Asperger's and ADHD: 1TA** **Mental Health First Aid Awareness: 1TA** **Cognitive Behavioural Therapy Diploma: 1 TA** **Counselling Diploma: 1TA** **Recognising and Preventing FGM: 2TAs** **TIS 3 day training: 2 TAs**

11.Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and/or 1:1 work with a pupil. Followed by a meeting with teachers and parents. Specialist training: Draw and Talk, Bereavement, Circle of Friends etc	Room 4A Ground Floor St Clare Council offices Penzance TR183QW 03001234100 01736 7336891
Autism Support Team	Work with specific individuals with ASD diagnosis: advice given to teachers, teaching assistants and parents.	Early Help Hub earlyhelphub@cornwall.gov.uk
Speech and Language Team	1:1 assessment. Feedback meeting with parents. Guidance for daily intervention at school.	Early Help Hub
Physical Difficulties Team	1:1 assessment. Feedback meeting with school. Guidance for daily intervention at school.	Early Help Hub
Independent Adviser Andrew Mercer	1:1 assessment. Feedback meeting with school. Guidance for daily intervention at school. Meetings/phone calls with parents, advice given for home interventions.	Through SENDCo
CAMHS	1:1 mental health assessments: Autistic Spectrum Disorders, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs the diagnosis.	Early Help Hub
School Nurse/Community Nurse	Advice given to school based on individual medical cases.	Early Help Hub

Hearing/Visual Support Service	1:1 assessments. Guidance given based on teaching programme and resources.	Early Help Hub
Physiotherapy Therapy Department	Training for TAs based on exercises to promote/maintain muscle strength and limb flexibility.	Early Help Hub
Occupational Therapy Department	Advice given based on development of daily living skills.	Early Help Hub
Parent Support	Work with families based on any child care concerns e.g. sleeping, eating, behaviour, routines etc.	Early Help Hub: earlyhelphub@cornwall.gov.uk Headstart Kernow: Virtual Ringbinder Outlook South West
The Dreadnought Centre	Work with individual children and small groups based on behavioural and emotional needs.	The Dreadnought Centre Carn Brea Lane Pool Redruth TR15 3DS Ph: 01209 218764 www.thedreadnought.co.uk

12. This is how we:

a. **Identify children with SEN:**

A pupil has SEN where their learning difficulty or disability requires provision that is different from or additional to that normally available to pupils of the same age. The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Identification of children with special educational needs is undertaken by all staff through the SENDCo and the appropriate records and forms are maintained. A clear analysis of the pupils needs is made based on:

- Teacher's assessment and experience of the pupil: day-to-day observations, Standard Attainment Tests (SATs), Accelerated Reader, White Rose Maths tests, Phonic screening, No Nonsense Spelling Programme, work monitoring, profiling tools for emotional, social and speech, language and communication needs
- Previous rates of progress and attainment:
- Rates of progress in comparison with peers starting from the same baseline
- National data

- The views and experience of parents/carers: questionnaires, face-to-face discussions, review meetings
- The pupils own views: questionnaires, pupil voice
- Advice from external specialists if appropriate

Records are developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils are referred to the SENDCo for assessment to construct a profile of the child's strengths and weaknesses. Informal evidence is also gathered: lesson and play observations.

Parents/carers are informed about their child's progress and about any concerns as they arise. The views of the pupil and parents/carers are sought as part of the assessment procedure.

Assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress (academic, social, emotional or physical)which:

- is significantly slower than peers starting from the same baseline
- fails to match or improve on previous rates of progress
- fails to close the attainment gap between pupil and peers

The purpose of identification is to work out what action is needed, not to fit the pupil to a label. The needs of a pupil are identified by considering the needs of the whole child, not just his/her special educational needs.

Where there are concerns about a pupil's behaviour, investigations will take place to identify the underlying cause of the behaviour.

b. **Assess and review the progress of our children's progress towards outcomes:**

<u>On Alert</u>

When a pupil fails to make progress and shows signs of difficulty, school places the pupil at ''On Alert'' and support is provided through the following ways:

- Adapting teaching and learning strategies in the classroom
- Additional targeted support in the classroom
- Additional catch-up in groups or 1:1
- A social and emotional learning programme
- Focused interventions related to attendance or behaviour
- Additional pastoral support provided by teaching staff.
- Peer mentoring and support

When children are placed On Alert, teachers identify and record strategies being used to address needs and have regular conversations with parents and the SENDCo regarding problem-solving and planning support and strategies for the individual pupil. All pupils with a disability will be supported according to their individual need.

SEN Support

If provision under On Alert has no or little impact and if a specific learning disability can be identified, the pupil is moved to the ‘’SEN Support’’ category of need. Parents/carers are fully involved in the decision to move to this category of need.

Support that is additional to and different from the differentiated curriculum is provided through an Individual Provision Map (IPM) which is developed through an Assess-Plan-Do-Review cycle. This is a continuous process that ensures that planning is outcome led and that interventions respond directly to the needs of individual pupils. Interventions could include:

- Exercises guided by physiotherapists and occupational therapists
- Emotional literacy programmes
- Anger management programmes
- Specialist teacher input e.g. Visual and Hearing Support service
- Individual long-term teaching programmes
- Specialist resources e.g. sensory resources

Parents are informed and often pupils are involved in decisions taken at this stage.

Assess-Plan-Do-Review

An Assess-Plan-Do-Review cycle ensures that effective provision is in place for all our SEND pupils.

The cycle begins with assessment of all areas of Literacy and Numeracy plus individual areas of need (motor, emotional, social etc) during the final week of each half term.

Early during the next half term, a review meeting between teacher and SENDCo takes place during which the progress and interventions for all SEN Children at On Alert and at SEN Support are discussed. Interventions are modified to meet needs. Parents of On Alert pupils are invited to a review meeting where significant changes/concerns are identified.

Interventions are put into place in the classrooms and these are continuously assessed and reviewed to ensure that progress is maintained. Modifications to interventions are made as appropriate not merely at review meetings.

At the end of each term all parents/carers of SEN Support pupils are invited to a review meeting during which the Individual Provision Map (IPM) for the previous term is discussed and the IPM for the following term is created. Outcomes are agreed upon by the pupil, parent/carer, teacher, SENDCo and, in some cases, teaching assistant.

c. **Evaluate the effectiveness of our provision for children with SEN:**

Detailed records, as a process of continuous assessment, are kept of the pupils receiving extra teaching support. These include records of what

they know, understand and can do, as well as information within the area of learning difficulties.Interventions are maintained or modified as a direct result of the information that we gain through our assessments.

d. **Handle complaints about the provision at school:**

It is extremely important that parents express their views, positive or negative, regarding their child's provision. We strive to work very closely with parents so that any disagreements in provision can be resolved before the need for a complaint arises.

Any complaint or query should be communicated through these channels:

- To the class teacher and SENDCo who, in most cases, will be able to resolve the issues in an acceptable amount of time. This meeting will be minuted with agreed actions and timescales recorded and a copy of the action plan will be given to all parties.
- If the action plan is not adhered to, the next step is for the parent/carer to discuss his/her concerns with the Headteacher. A minuted action plan will be produced.
- Should no satisfaction result from this meeting, the Chair of Governors should be contacted: Mr Neil Gunnell
- The final point of contact would be Jenni Trewhela Area Casework Officer: jenni.trewhela@cornwall.gov.uk 03001234100

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: http://cornwall.childrensservicedirectory.org.uk

Glossary

SEND Terminology/Acronyms

ADD
Attention Deficit Disorder

ADHD
Attention Deficit/Hyperactivity Disorder

Annual Review

The review of an EHC Plan which the Local authority must have at least once every 12 months.

ASD Autistic Spectrum Disorder
Pupils who may find it difficult to understand and use non-verbal and verbal communication

Asperger's syndrome
Pupils on the autism spectrum, higher functioning.

CAMHS Child & Adolescent Mental Health Service.
CAMHS carry out assessments related to ASD and ADHD. Support children and young people with a variety of mental health needs: eating disorders, depression, anxiety etc.

DCD
Developmental Co-ordination Disorder, also termed Dyspraxia.

Disability
Under the Disability Discrimination Act conditions automatically described as disability include cancer, HIV, multiple sclerosis, severe disfigurement and visual impairment. Conditions that might meet the criteria for disability include problems with sight and hearing, conditions for which the effect varies over time i.e. ME, progressive conditions i.e. muscular dystrophy, conditions that affect the organs i.e. asthma, learning disability i.e. dyslexia, dyspraxia, ADHD, ASD, mental health conditions and impairment to the body or brain caused by injury.

Dyscalculia
A learning disability related to the acquisition of mathematics skills e.g. understanding the oneness of one and remembering numbers bonds, tables

Dyslexia
Pupils having a marked and persistent difficulty in learning to read, write, spell and organise their learning despite progress in other areas.

Dyspraxia
Pupils with impairment of gross and fine motor skills.

Education Health Care Plan
An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or disability. It is drawn up by the local authority after a needs assessment has determined that an EHC plan is necessary.

Graduated Approach
A plan of action and intervention that helps children who have special educational needs. The approach recognises that there is a continuum of special educational need which may require specialist intervention to support the difficulties that the child is experiencing. It consists of a continuous cycle of assessing, planning, implementing and reviewing that enables professionals continually to reflect on their approaches to meeting a child's needs.

HI

Hearing Impaired

IPM Individual Provision Map
Outcomes are identified and interventions are planned to achieve these outcomes in a given amount of time. IPMs are put together with input from the parents/carers, child/young person, teacher and SENDCo. They are reviewed each term.

Inclusion
School provides a flexible curriculum and increased capacity to meet needs of all pupils.

Integration
Where a child fits into existing school provision and curriculum.

MLD Moderate Learning Difficulties.
Pupils whose attainments are significantly below expected levels in most areas of the curriculum

Outcomes
What we want the chid to achieve as the result of the interventions that we put into place. Assessment of the child's needs lead to clear outcomes and interventions are planned and continuously modified to meet the outcomes.

PD
Physical Disability

PMLD Profound and Multiple Learning Difficulties.
Pupils with complex learning needs and other significant physical difficulties

SALT
Speech and Language Therapist

SEN Code of Practice
Practical guidance to Local Education Authorities and the governing bodies of all maintained schools

Scotopic Sensitivity
Visual stress that causes distortions of words/letters on the page e.g. letters may appear to move on the page or change size. It is caused by difficulties in the interaction between the central nervous system and the eyes.

SEND Special Educational Needs and Disability.
A child or young person has SEND if they have a special educational need or disability which calls for special educational provision that is additional or different from normal provision.

FAQs: Special Educational Needs July 2019

Frequently asked questions, with answers provided by Porthleven School SENDCo in liaison with parents of pupils with SEN.

1. **How does Porthleven School know if children need extra help?**

National guidelines provide us with information about the level of achievement in reading, writing, maths and science that children should reach at particular ages. We carry out lots of assessments each year, right from entry to the Reception class (Foundation Stage Profile), and this enables us to determine whether a child is well above, above or at age related expectation, below or well below age related expectation. If a child is below or well below age related expectation we need to provide extra help to enable him/her to reach age expected attainment.

In other areas such as emotional and social or physical development there is no national data to guide us. However, our observations during work and social interactions can alert us to a child who needs support in other areas. We have invested in the Boxall Profile which enables us to gauge the level at which a pupil may be working.

2. **What should I do if I think my child has Special Educational Need or Disability?**

Talk to your child's teacher. If you feel that it is appropriate ask for the school SENDCo to be present at the meeting too. Make notes of your concerns before the meeting: it is always easy to forget some of the important points if they are not written down. If behaviour is a concern, note dates when your child was struggling. Is there a pattern to the behaviour?

3. **What if my child has extra needs that have not been identified yet?**

Your child will be continuously monitored and any new concerns would be picked up by the class teacher or TA. You would then be invited to meet with us to discuss our concerns and how we would support your child with them in school. If our interventions do not have a positive impact we can ask for advice from another professional such as an Educational Psychologist. This would only happen with your permission.

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

Primarily the class teacher with support and guidance from the SENDCo (Special Educational Needs and Disability Co-ordinator), but all adults working in the classroom will have a role to play. In addition, other adults who come into contact with your child will be aware of their needs and mindful of any support they may need.

5. **What experience does the school have in dealing with my child's needs? Is there consistency across the school?**

The SENDCo, teachers and TAs regularly attend training courses based on special educational needs and training also takes place within the school. The Headteacher, Deputy Head teacher, Literacy Coordinator, Numeracy Coordinator and SENDCo do regular observations in the classrooms. One of the purposes of this is to ensure that approaches in each class are consistent, including strategies used to teach and support children with SEN. The SENDCo also ensures that each child with SEND (Special Educational Needs or Disability) has everything he/she needs to access the lesson: to be able to take part and learn.

6. **How will my child's needs be communicated to the relevant staff?**

All SEND paperwork is passed on from one class to the next. In addition, there will be verbal communication between teachers, SENDCo and teaching assistants to ensure that information is passed on and kept up-to-date. With support, your child may produce a communication passport which details their strengths and difficulties, signs that he/she is becoming anxious and effective support strategies. This can be seen by any adult who works with your child. We also rely on parents and carers to pass on relevant information as soon as possible.

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

Teachers are required to differentiate their teaching and the learning to meet all needs of all pupils. This means that their presentations will be a mixture of talk, visual material and hands-on practical activities. The learning will take place through practical investigation, writing, drawing, talking, paired work or small group work and there may be a need for one-to-one work between the child and a teaching assistant or the teacher. Access arrangements (strategies that help pupils to learn and demonstrate their learning) may be specific for individual pupils. For example, a dyslexic child may need to use blue paper instead of white, a child may need an adult to scribe while he/she dictates, a pupil may need extra time during tests etc. The starting point of the learning will ensure that the subject is accessible to your child. Sometimes, a specific programme of work is devised to support a child's needs. Sometimes, children work outside the classroom with an adult, to ensure that their needs are well provided for.

8. **How will school staff support my child?**

Teachers and teaching assistants strive to give all children, including those with SEND, the strategies to promote independence. Therefore, we try to avoid one adult working with one child for continuous periods of time, as much as we can. We support SEND children in pairs or small groups with 1:1 support only for very specific and individual needs e.g. speech and language therapy, exercises guided by a physiotherapist, Emotional Literacy support etc.

SEND children with social and emotional or communication needs will be supported during playtimes and lunchtimes by trained TAs where possible.

9. **How is a decision made about what type and how much support my child will receive?**

The assessment information for your child is studied and interventions are chosen to strengthen areas of weakness. You will be included in the discussion about which programmes to choose and your child may also have a say. Some interventions need to take place on a daily basis and some less often. The impact of each intervention is monitored and, following a given period of time, a decision is made whether to continue with the intervention, modify it or change it completely. It is important that children with SEND do not miss out on lots of whole class experiences and learning as this can have an impact on self-esteem, confidence and social skills. Therefore, this is taken into account when planning the level of support.

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

Parent consultation meetings take place in the Autumn and Spring term with a written report sent to you during the Summer term. You can request a meeting following the report if you wish. In addition, the class teacher will maintain an open dialogue with you regarding your child's progress. You and the teacher can request a meeting at any time. If your child has an Individual Provision Map (for children at the SEN Support level of need) you will be invited to a meeting with your child, the class teacher, the SENDCo and sometimes a TA once each term to discuss progress and set new outcomes.

11. **What support will there be for my child's overall wellbeing? How will my child know who he/she can go to if he/she is worried about something? How will you make sure that my child has the confidence to ask for help?**

We run a number of interventions that can support a child's emotional needs: Emotional Literacy, anger management, Pyramid Club, Socially Speaking etc. Teachers and TAs are quick to spot a child who is struggling with low self-esteem or confidence and there are strategies in place in all classrooms to promote a child's self-image. We follow the six Principles of Nurture to ensure that our pupils' well-being is considered within every aspect of school life. All SEND children are given the same opportunities through school with regard to the curriculum, clubs, trips and residential visits and individual differences are celebrated through the whole school ethos. Action to solve peer disputes is swift and bullying is not tolerated. Children are encouraged to speak to a named adult if they have particular concerns. This person is often a TA, as teachers cannot always be available to help due to other commitments.

12. **How understanding and tolerant are the children who do not have special educational needs, towards their peers who do?**

There are children with SEND in all our classes. They are not treated any differently to pupils without SEND and lack of understanding or tolerance is not something we experience. Our children are, in most cases, very accepting of each others' differences. Issues are swiftly dealt with if they arise.

13. **What support is there for my child over break and lunch times?**

Two lunchtime clubs take place each day, one for Key Stage 1 children and one for Key Stage 2 children. Children attend if they find the lunch period overwhelming, either in the dining room or on the playgrounds. Lunch club provides a calm place to eat and a friendly and secure place to play quiet games afterwards. Many children

with difficulties on the autistic spectrum enjoy attending. They are encouraged to spend some time outside towards the end of the lunch period and calm group activities can be organised if required. The lunchtime supervisors are made aware of children who may find the lunch period difficult and teaching assistants can be made available to supervise if necessary.

14. **When things go wrong in the classroom or on the playground, how are things investigated so that blame and sanctions are fairly apportioned?**

When all parties have calmed down, individuals are given the opportunity to tell their side of the situation 1:1 with an adult. We recognise that some children will need several hours to pass before they can reflect on their behaviour. Reliable eyewitnesses are sought. Efforts are made to find out what occurred prior to the incident and, if there is a behavior plan, it is reviewed to make sure that all the appropriate steps have been taken. Discussions take place to make sure that all the children involved understand the consequences of their actions and the reasons for any sanctions. Discussions can be supported through use of drawing and other visuals to aid communication. Where possible, sanctions are restorative: they are designed to make up for the inappropriate behaviour e.g. a child who has been unkind to a peer will be expected to do something kind to make up for this. Often, social skills groups will be constructed to resolve issues between individual children in a positive and constructive way.

15. **What will the homework expectations be for my child? How can I communicate with the teacher if my child has struggled or if I have had to give lots of help?**

Homework will be linked to the classroom learning and will be differentiated to meet your child's level of ability. If your child struggles or you feel that he/she has spent too long but not yet finished, it is acceptable to hand in unfinished work with a note from you to explain the reasons. It is fine to write on the homework page. We encourage parents/carers to support their child with homework but please do not do it for them. Alert the teacher to the fact that it is too hard and this can then be addressed in the classroom. Sometimes, children appear to have understood something covered in class but may have forgotten by the time they have to do homework. This is not uncommon when children have SEND.

16. **What I.T. facilities are available to support my child's learning? How flexible is its use?**

IPads, laptops and Chromebooks are available for individual use but cannot be allocated to one individual for continuous use due to limited numbers. All pupils have access to computers in the IT suite. Some SEN pupils have access to lap-top computers. Unless recommended by an external professional, (educational psychologist, occupational therapist, physiotherapist, physical disability advisor etc.) pupils would not use only IT to record but would continue to produce some handwritten work.

17. **How will you shine a light on my child's strengths?**

All SEND children have access to all subjects in the curriculum. All efforts and successes are rewarded through individual class rewards and whole school reward systems. If a pupil has a particular skill or interest, this will be incorporated into other learning where possible. Pupils are always encouraged to share successes that occur

outside school: trophies, certificates etc can be presented during school assemblies. Pupils are also rewarded for personal skills such as manners, confidence and resilience.

18. **What support is in place to help my child with tests?**

Scribes and readers can be provided and sometimes extra time. We have to consult with the guidelines provided by the Department for Education before providing support for end of key stage tests as there is specific criteria that must be met.

19 . **How will the school support my child through the transition from key stage to key stage and beyond?**

Transition is a crucial time for children with SEND therefore we plan very carefully to ensure that it is successful. At the end of the summer term your child's class teacher will talk to the next teacher about learning, physical, communication and social needs and will also pass on written notes about interventions that have been successful and those that have not. SEND children are supported by TAs to produce a Communication Passport. This details, in the child's own words, things they do well and find difficult, signs that they are becoming stressed and how to help them. This then goes to the next class to be given to the teacher and TAs. During the last week of term all our children spend at least three days with their new teacher in the new classroom getting used to a new environment and perhaps some new routines. Extra days are organised for some SEND children. When children move to secondary school a detailed package of support is put into place, including extra visits with a current TA, photos of key places and people, visits outside the school day, visits to our school by a key person from the secondary school etc.

We also organise positive endings: a celebration of the year, things that have gone really well, how contact with the teacher and TA can be maintained even though the child is moving on.

20. **How do I know that my child is safe in school?**

All staff have had First Aid and Safeguard training. All outside doors are closed and locked to outside access as soon as the school day begins. There is a high perimeter fence surrounding the school grounds and the gate is locked during the school day. Children are not allowed out of the school building unsupervised and all activities inside the school are also supervised by an adult. All volunteers are DBS checked before contact with children is permitted. The SENDCo ensures that Teachers and TAs are made aware of individual needs that are linked to safety e.g. mobility issues, hearing or vision difficulties, attachment difficulties etc. and provision to maintain safety is put into place as part of a Safety Plan or Medical Plan. Safeguarding concerns are logged through MyConcern secure site.

The Governors also regularly review safety in school.

21. **How accessible is the school environment?**

Slopes and a stair lift ensure that Porthleven School is accessible where mobility is a concern. There are rails at all steps.

22. **Who can I contact for further information?**

Special Education Needs and Disability Co-ordinator (SENDCo): Alison Broome abroome@porthleven.cornwall.sch.uk 01326-562249

Headteacher: Duncan Ratcliffe dratcliffe@porthleven.cornwall.sch.uk