



## Penponds School SEND information report and 'Local Offer' for Special Educational Needs and Disability 2016/17

Schools have a duty to report annually to all parents on the provision for special educational needs (SEN) and the implementation of their disability equality scheme. This is the annual report for Penponds School for the academic year 2015/2016 and the offer for 2016/2017.

### Policy

Penponds School policy for SEN was reviewed this academic year and will be reviewed again the academic year 2016/2017. The member of staff responsible for Special Needs is Miss Lauren Berry, who was the named special educational needs coordinator SENCO. The governor with responsibility for SEN was Mr T Harvey.

### School profile

Number of children with SEN academic year 2016/17

Class	SEN support 1	SEN support 2	Statement	EHC plan	Total
Reception	2	1			3
Year 1	1				1
Year 2	2		1		3
Year 3	1	1			2
Year 4		1			1
Year 5	2	1			3
Year 6	1	1	1		3
Total	9	5	1		16

### **Types of SEN at Penponds School**

Dyslexia      Sensory processing      Attachment disorder      speech and language problems      Autism

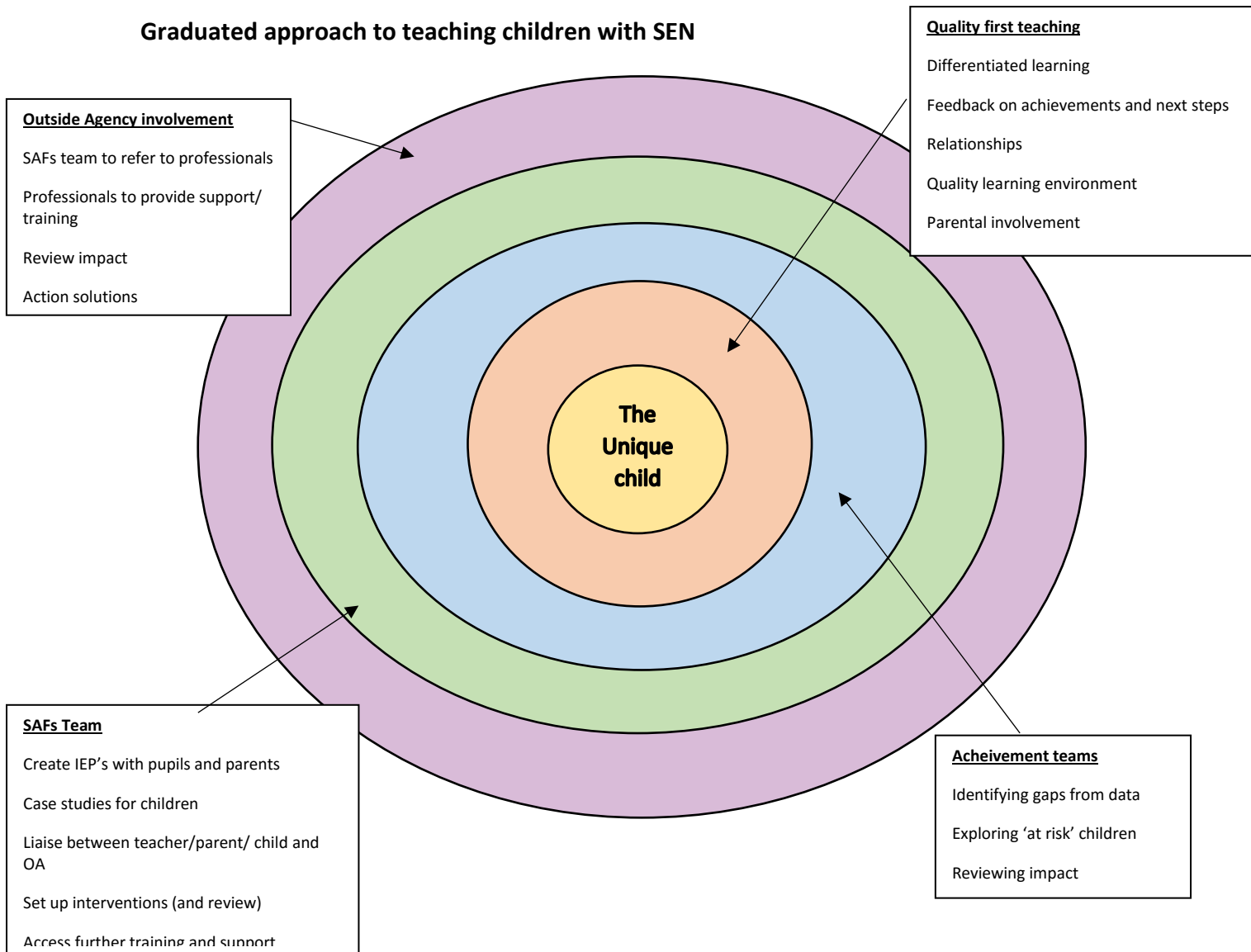
### **Involvement of parents and children with SEN**

At Penponds School the parents and children have been involved in reviewing and implementing the provision needed for them and their child. They have been involved in meetings with the SENCO and class teacher three times this year. In addition to this, parents with children who have TAC meetings have met more regularly and those with statements or EHC plans have had an annual review.

### **Identifying children with SEN**

The SENCO has met termly with the teachers to look at children's progress. Children not meeting required learning are monitored and reviewed. When needed professionals have been involved in identifying SEN. Parents have also been encouraged to highlight children with SEN.

## Graduated approach to teaching children with SEN



## **Deployment of staff and resources**

Special education needs provision is addressed by all staff on a daily basis, however; over the course of the last year we have focussed on the following key areas:

Leading intervention groups - Read Write INC (Mel O'Connell)

- Phonological Awareness (Ali Dunston)

- Making Maths Real

- Real Writing

- Fun Fit (Emily Bray)

Supporting teachers in class

One to one provision for children with a statement/EHC plan

Small group booster or pre-teach lessons.

## **Learning environment to support children with SEN**

Dyslexia friendly resources

Sensory toys

Phonics equipment

Thrive areas

## **Curriculum**

Penponds School has planned and taught a broad and balanced curriculum. Children with SEN have accessed this curriculum with quality first teaching. When needed children have received booster groups or are pre-taught skills to support them with learning in class. Children who have been identified as struggling with certain curriculum areas have received interventions daily or weekly by fully trained teaching assistants and teachers.

## **Staff Training –Dyslexia screening**

- Dyslexia friendly schools
- Read Write INC
- Phonological Awareness interventions
- epi pen administration
- SENCO network meetings
- National SENCO award
- Rainbow Mat cluster support
- Team Teach-positive handling
- Peer Coaching
- Achievement Teams
- attachment training
- sensory disorder training

**External agencies**

The advice and support has been sort form the following agencies over this academic year:

Educational psychologist- Julie Wakely

Family support worker- Lynne Hoon

Diabetes Nurse

Occupational therapist

Behaviour support- Neil Goddard

Speech and language therapist- Rachel Yellhand

School Nurse- Sarah Myers

Dyslexia support service- Sandra Page

Epilepsy Nurse

Health weight team

Clear- music therapist

Adoption agency- Lydia

Sensory and attachment training lady

Dreadnought

Autism team



At Penponds School we strive to support all children to enable them to achieve at school.

In order to do this, many steps are taken to support them along their learning journey.

Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

We offer pupils a broad, balanced and creative curriculum using child-centred teaching approaches. Learning is personalised and stems from children's interests and visits and visitors are encouraged whenever possible.

We have high expectations of behaviour and positive attitudes to learning. We celebrate achievements and successes; pupils feel valued at Penponds School.

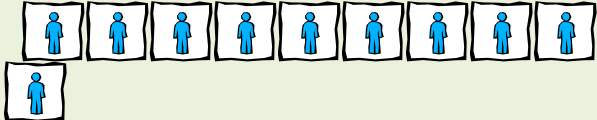


## **People who support SEN provision at Penponds School**

<u><b>Staff</b></u>	<u><b>Responsibilities</b></u>
<b>Head Teacher</b> – Mr Adam Richards	<ul style="list-style-type: none"> <li>• Managing all aspects of the school, including support for children with additional needs.</li> <li>• Ensuring all children attain through monitoring and supporting staff training.</li> <li>• Working with Governors to ensure that all pupils' attainment remains high</li> <li>• Ensuring that pupils with SEND are considered and supported within every decision made.</li> </ul>
<b>SEN Governor</b> – Mr Treve Harvey	<ul style="list-style-type: none"> <li>• Meeting with SENCo regularly and reporting back to Governing body on matters of SEND.</li> <li>• Supporting Senior Leadership Team with monitoring progress of groups and individuals including SEND pupils.</li> </ul>
<b>SENCO-</b> Miss Lauren Berry	<ul style="list-style-type: none"> <li>• Monitoring the needs and progression of all pupils, including those with SEND</li> <li>• Overseeing the day-to-day organisation of SEND pupils.</li> <li>• Meeting with Multi-Agency professionals to ensure successful outcomes for all pupils including pupils with SEND.</li> <li>• Chairing meetings with parents and liaising with staff around issues relating to SEND</li> <li>• Organising training and updates for staff as needed.</li> <li>• Monitoring and updating the SEND register.</li> </ul>



	<ul style="list-style-type: none"> <li>• Meeting with teaching staff and parents regularly to update IEP's and provision mapping.</li> </ul>
<b>School Carn Brea (Reception &amp; Year 1)</b>  <b>Godolphin (Years 1 and 2)</b>  <b>Trencrom (Years 3 and 4)</b>  <b>Tregonning (Years 5 and 6)</b>	<ul style="list-style-type: none"> <li>• Planning and delivering lessons with high quality first teaching.</li> <li>• Delivering lessons that are creative and child-centred and highly differentiated.</li> <li>• Monitoring progress and working in partnership with parents to ensure that pupils with SEND are receiving targeted, timely support.</li> <li>• Writing and evaluating and implementing Individual Education Plans (IEPs). These are shared with parents and teaching assistants at least half-termly.</li> <li>• Using a range of assessment tools, across the school year, to ensure that pupils are achieving targets.</li> <li>• Moderating and assimilating good practice within the cluster.</li> <li>• Working with multi-agency professionals to ensure high quality outcomes for all.</li> <li>• Following the schools policy for SEND closely and communicating with Governors effectively around issues of SEND.</li> </ul> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo.</p>

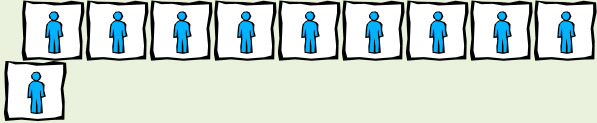


## Working in partnership with parents

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• A Home/School Agreement is signed by parents, children and teachers.</li> <li>• We have an 'Open door' policy throughout the school and if we can't see you at that time, we will make an appointment that is convenient to all.</li> <li>• Every parent is invited to attend parent's evenings in the Autumn and Spring terms.</li> <li>• Parents are invited in for 'Tea-Time Treat 'Open Tuesdays' every half-term; supported by our Friends of Penponds parent group.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Carers are given additional opportunities to meet with Teachers/SENCo to discuss any concerns and review IEP's.</li> <li>• One-to-one tuition/interventions may be offered to pupils.</li> <li>• Targeted support and booster groups may be offered to pupils identified as having a need.</li> <li>• Supported 'friendship groups' and access to play leader workshops may be available to pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Carers may be invited to meet with Class Teachers/SENCo and external professionals on a regular basis. These professionals may include: <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Speech and Language Therapists</li> <li>• Occupational Health</li> <li>• Physiotherapists</li> <li>• School Nurse</li> <li>• CAMHS</li> <li>• Hearing Team</li> <li>• ASD Team</li> <li>• Family Support Workers</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Curriculum meetings are held with different focuses and parents are invited in to find out more about how we teach these subjects.</li> <li>• Topic letters are sent to parents at the start of new topics and parents are encouraged to support their child's learning through home-based tasks.</li> <li>• The school website is available to all giving advice and information around the school day.</li> <li>• Parents and Governors are welcomed at regular intervals to performances; such as Christmas Concerts, Penponds Speaks or E-Safety evenings.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and pupils are invited regularly to review their/their child's progress and update IEP's.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist Health Professionals</li> <li>• Behavioural support</li> <li>• Should your child's needs be more complex or acute, Teachers, SENCo and external professionals may work together on a 'Statement' or Education Health Care Plan (EHCP) which will offer guidance and key targets to ensure the child makes good progress. This will be reviewed annually.</li> <li>• Use of a Home-School book to share daily learning both at home and school.</li> <li>• Parents and pupils are invited regularly to review</li> </ul>
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		<p>their/their child's progress and update IEP's.</p> <ul style="list-style-type: none"><li>• TAC meetings can be set up to regularly review and support provision.</li></ul>
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The curriculum

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all pupils.</li> <li>• All pupils, regardless of ability or needs have access to a creative cross-curricular programme of study.</li> <li>• Access to online homework programs.</li> <li>• The use of visits and visitors during each new topic.</li> <li>• Regular newsletters and topic letters to share information.</li> <li>• Regular assessments and interventions for pupils with a need.</li> <li>• Junior pupils go off-site to swimming lessons.</li> <li>• Sharply focused marking and feedback for all pupils.</li> <li>• Key vocabulary displayed and referred to.</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke interventions that are needs led.</li> <li>• Progress is measured and interventions evaluated to ensure effectiveness.</li> <li>• Small group interventions may be pre-teach or catch up based to support each child as they need it.</li> <li>• Small group interventions may include: <ul style="list-style-type: none"> <li>- Booster phonics</li> <li>- Booster Reading</li> <li>- Booster maths</li> <li>- Read Write Inc</li> <li>- Fun Fit</li> <li>- Numicon</li> <li>- Spelling</li> <li>- Handwriting</li> </ul> </li> <li>• Target and reward charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils may have access to adapted resources or provision such as; <ul style="list-style-type: none"> <li>- dyslexia friendly writing resources</li> <li>- laptops.</li> <li>-sensory toys</li> <li>-Ipads</li> <li>-specially adapted tools such as scissors and pens</li> <li>-wobble cushions</li> </ul> </li> <li>• Lessons may be scribed for pupils if appropriate.</li> </ul>
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## Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Lessons are carefully planned showing clear differentiation and taking account of different learning styles.</li> <li>• Children are grouped according to ability at times during the school day.</li> <li>• We use a variety of groupings to develop and support children in their learning journeys.</li> <li>• Learning objectives are displayed, discussed and referred to during lessons.</li> <li>• Use of differentiated success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teachers and Teaching Assistants share information and lesson plans to ensure targeted support is in place.</li> <li>• Homework support is available.</li> <li>• Small group work and interventions is given to pupils to support their progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Highly personalised and highly differentiated work is provided to enable independent learning.</li> <li>• One-to-one support is given to pupils with acute or complex needs that may include physical disabilities, autism or sensory difficulties.</li> <li>• Pre-teaching skills to support self-esteem and progression within class.</li> <li>• Booster lessons to catch up with peers learning.</li> </ul>

<ul style="list-style-type: none"> <li>• Children's work is marked in line with the school marking policy.</li> <li>• Sharply focused marking and feedback for all pupils.</li> <li>• Key vocabulary displayed and referred to during lessons.</li> <li>• Independent student learning is supported by the use of technology eg: <ul style="list-style-type: none"> <li>- Promethean Activboard</li> <li>- Classroom visualisers</li> <li>- Digital recording devices</li> <li>- Laptops</li> <li>- Classroom desktops</li> <li>- Talking tins</li> <li>- Ipads</li> </ul> </li> </ul>		
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## Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Each class has a set of easily accessible resources to encourage independence.</li> <li>• All students can access quality extra-curricular provision such as football, gym, choir, public speaking and chess clubs both during the school day and after school.</li> <li>• Promotion of the school values (confidence, creativity and curiosity) in class and reward assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils may use personalised equipment such as overlays, dyslexia friendly paper or talking tins.</li> <li>• Pupils have access to: <ul style="list-style-type: none"> <li>- visual timetables</li> <li>- Prompt cards</li> <li>- Warning cards</li> </ul> </li> <li>• Reward charts to encourage positive learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised task-boards and visual timetables may be in place to support independence.</li> <li>• The use of visual support cues may be used to support behavioural needs.</li> <li>• Teachers and/or teaching assistants may work one-to-one with pupils on areas of specific need.</li> <li>• Training is updated for all adults working with SEND</li> </ul>




		children dependent on their need.
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## Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Our PSHE curriculum includes all pupils and follows the SEAL programme.</li> <li>• The use of R-Time materials is the basis for classroom discussions and class assembly times.</li> <li>• Risk assessments are carried out to ensure that trips and activities are accessible to all pupils.</li> <li>• Promotion of British values in all areas of school life and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture groups may be set in place for pupils that need specific support around friendship difficulties or family bereavement.</li> <li>• Time limited and monitored intervention groups may be put in place to address issues such as self-esteem or social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support for pupils may be requested from <ul style="list-style-type: none"> <li>- Penhaligon's Friends</li> <li>- Dreadnought Centre</li> <li>- CAMHS</li> <li>- Social Care</li> <li>- Family Support Service</li> <li>- Behavioural Support Service</li> <li>- School nurse</li> <li>- Music therapy.</li> </ul> </li> </ul>

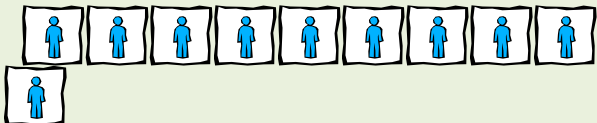


<ul style="list-style-type: none"> <li>Promotion of school values (confidence, creativity and curiosity) in all areas of school life and learning.</li> </ul>		
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## Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>SMSC (Spiritual, Moral, Social and Cultural) education incorporated in the curriculum across the school.</li> <li>All children have the opportunity to attend whole school trips/visits and shared experiences</li> <li>All pupils eligible to access the school 'top table' each Friday lunchtime by following school</li> </ul>	<ul style="list-style-type: none"> <li>Play-Leader scheme promotes mentoring/buddying for vulnerable children.</li> </ul>	<ul style="list-style-type: none"> <li>Use of social stories for individuals with specific need.</li> <li>One-to-one TA support may be given to support individuals' attendance at after school clubs.</li> <li>Time to talk groups for vulnerable pupils.</li> </ul>


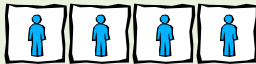

<p>rules and showing good manners at lunch.</p> <ul style="list-style-type: none"> <li>• Weekly reward assembly</li> <li>• All classes regularly use 'talk time' and value pupil voice.</li> </ul>		
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## The physical environment (accessibility, safety and positive learning environment)

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Children have access to interactive whiteboards, digital cameras, classroom visualisers, ipads.</li> <li>• Copies of the schools' Bee Rules are prominently displayed around the school.</li> <li>• Positive rewarding of good behaviour is promoted.</li> </ul>	<ul style="list-style-type: none"> <li>• Named adults trained to 'Team-Teach'</li> <li>• Quiet areas available for pupils.</li> <li>• Move 'n' sit cushions, pen-grips or 'fiddle' toys may be provided to support motor skills.</li> <li>• Chewlery to support sensory needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment, such as specialist seating may be provided through the school on the advice from therapists and health colleagues.</li> <li>• Dedicated resources, matched to pupils behavioural, social and learning needs with</li> </ul>

<ul style="list-style-type: none"> <li>• Toilets are accessible</li> <li>• Ramps and modifications are in place for access to outdoor quiet areas.</li> <li>• School values/British values.</li> <li>• Display policy to include and promote all childrens learning.</li> <li>• Prevent and safeguarding training up to date and disseminated amongst all staff and clear policies and procedures in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive assessments</li> <li>• Attachment training.</li> </ul>	<p>individual motivators and reward may be used in conjunction with advice and information from specialist external teams.</p> <ul style="list-style-type: none"> <li>• Seats/Cushions/ chewllery.</li> </ul>
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## Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Strong links with local pre-school.</li> </ul>	<ul style="list-style-type: none"> <li>• Year Six Teacher liaises with Secondary Colleagues to ensure that information on</li> </ul>	<ul style="list-style-type: none"> <li>• Should pupils need further support, individualised transition arrangements are put in place, such as</li> </ul>

<ul style="list-style-type: none"> <li>• EYFS transition starts in the summer term, EYFS Teacher visits each pupil in their resident pre-schools. Home visits take place every September to help settle new reception children.</li> <li>• Settling in sessions for reception children during Summer term allow for relationships to build and allow for smoother transition.</li> <li>• Staggered</li> <li>• There are strong links with local secondary school, pupils visit for workshops and sporting events throughout the school year.</li> <li>• 'Move up' sessions across the school. All pupils have the opportunity to meet their new teachers and learning environments.</li> </ul>	<p>pupils is appropriately shared.</p> <ul style="list-style-type: none"> <li>• Professional dialogues are held within school at the end of each year to discuss need for additional support within groups of children.</li> <li>• Senco will liaise between schools and classes about vulnerable pupils.</li> </ul>	<p>additional visits or social stories to support understanding.</p> <ul style="list-style-type: none"> <li>• Sharing of paper work between classes and schools.</li> </ul>
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## Answers to Frequently asked Questions

### **1. How will Penponds School support a child with additional needs in the Early Years Foundation Stage?**

- If your child has been allocated a place in our Foundation Stage 2 (Reception) class via the local authority and they have a special educational need and/ or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a team around the family (TAF) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- Your child's key person will make a home visit and also visit your child if they are attending another provision
- We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAF meeting
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- The class teacher will arrange an early meeting with you to review your child's learning, following the settling in period.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.
- An Individual Education Plan may be written (IEP)

### **2. How can I let the school know I am concerned about my child's progress in school?**

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.



- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCo or Headteacher (see contact details below).
- If you are still not happy you can speak to the school SEN Governor.

### **3. How will the school let me know if they have any concerns about my child's learning in school?**

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with teaching assistants) in order to support their progress in learning.
- If your child is still not making expected progress the school will discuss with you
  - Any concerns you may have
  - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
  - To discuss how we could work together, to support your child at home/school.
  - Involve outside agencies

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

- We use a broad and balanced curriculum which is also cross-curricular firmly based around pupils' needs and interests. Teachers aim to plan effectively to cater for all pupils' learning styles and include their next steps in learning.

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

- Penponds School works in partnership with all parents and carers. Parental consultations are held at least twice a year, formal reports are sent home at the end of the year.
- We have an open door policy, where parents and carers are invited in whenever they wish to talk to their class teacher, headteacher or Senco.
- Half termly homework grids and Topic webs are sent home to let you know what your child will be learning about that term and how to support them at home.

#### **6. What support will there be for my child's overall wellbeing?**

- Penponds School ethos is '*aiming high and achieving our best.*' This encompasses the whole of the school community.
- We follow the British values and school values in everything we do.
- We have up to date safeguarding training and policies that all staff follow.

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

- Risk assessments and safety policies are in place to ensure pupils stay safe. These are regularly reviewed by Governors who also have responsibility for health and safety and safeguarding.

#### **8. What SEND training have the staff at Penponds School undertaken?**

The SENCo is currently completing the National SEN qualification. Teachers and TA's have received manual handling training (TEAM Teach). All staff have had disability awareness training. Specialist TA's have had dyslexia and dyscalculia training. Teachers and TAs have received Epi-pen and Diabetes training. We use outside agencies as required to ensure all pupils receive the support they need and teachers are as well informed and advised as possible.

#### **9. Who can I contact for further information?**

The Head Teacher can be contacted on 01209 713929 or by email [head@penponds.cornwall.sch.uk](mailto:head@penponds.cornwall.sch.uk)

The county local offer can be accessed [www.supportincornwall.org.uk/localoffer](http://www.supportincornwall.org.uk/localoffer)

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

Please contact the Head Teacher, Miss Smith or Chair of Governors and SEN Governor, Mr Harvey on 01209 713929 or by email [head@penponds.cornwall.sch.uk](mailto:head@penponds.cornwall.sch.uk)

#### **11. How is the Local Offer at Penponds School reviewed?**

This Local Offer will usually be reviewed annually, however it may also be amended throughout the school year.