Penponds Primary School
Our 'Local Offer' for Special Educational Needs and Disability (SEND)
Updated January 2020 (reviewed annually)

Penponds Primary School prides itself on including all pupils and aiming to help them achieve their potential in all areas of life; academically, physically, socially and spiritually. Our aim is for all pupils to 'aim high and achieve their best'.
We value all pupils and the differences that make them individuals. It is important that individuals learn to integrate into the community that is 'school' as well as the local area in which we are situated. Helping pupils to be aware of their feelings and the feelings of those around them is vital in promoting confidence in pupils to enable them to approach all areas of life. Academic standards are what we as a school, and pupils individually, are judged on, and enabling pupils to achieve their potential is vital for their future in society.

All pupils have needs and we constantly work with parents to identify the best way for their children to learn.
Pupils with **social needs** are supported by peers and staff, working with parents to enable pupils to interact appropriately in class to learn, and using the school grounds to socialise.
Pupils with **physical** or **medical needs** are assessed and appropriate support and physical adaptations are put in place to enable access to all areas of the school.
Pupils with **academic needs** are supported with appropriately differentiated work, and peer and adult help within the classroom.

None of this can happen without the help and support of parents and we recognise the need for parents to have access to staff and resources that will help their children to succeed. Staff are constantly updating their skills and recent courses in Read, Write, Inc. have added to the skills and qualifications of both teaching and learning support staff.

Link to SEND Information Report:
http://www.penponds.cornwall.sch.uk/web/sen_information/144009

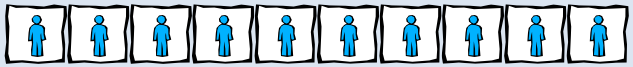
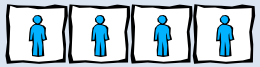
Link to Equality Policy:
http://www.penponds.cornwall.sch.uk/web/policies/143982

Link to Accessibility Plan
http://www.penponds.cornwall.sch.uk/web/policies/143982

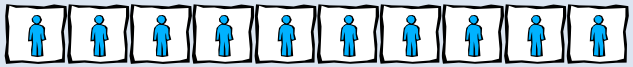
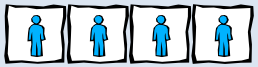
Name and contact details of the Special Educational Needs and Disabilities Coordinator: Miss Lauren Berry, 01209 713929.

The levels of support and provision offered by our school

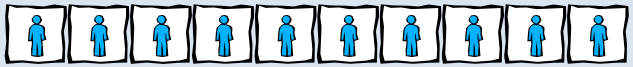
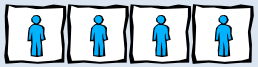
1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All pupils are listened to and their opinions are valued. • The ***class teacher*** and ***Learning Assistant*** attached to a class build relationships and through informal conversations. • During curriculum time through ***PSHE***, pupils can have their voice heard. • The whole range of ***school councillors, e-cadets, learning ambassadors and prefects*** ensures that pupils can be heard and influence what happens in school. • ***Class learning forums*** take place at the end of each week to summarise what the children have learnt and how it could be improved. • ***Pupil conferencing*** takes place half termly with the leadership team to gather formal feedback from the children.	Pupils with SEND are identified and known to all members of staff. Their needs often mean that their views need to be sought rather than just waiting for them to offer their opinions. • Teachers and Learning Assistants make a point of ***asking pupils*** for their views and building them into an overall picture.	Some pupils find expressing views in public difficult and need time and space to think and present their thoughts. • Adults in school make the time either when other pupils are out of the classroom, or the ***Library*** is available for pupils to interact with a chosen adult who can then mediate for them. • ***TIS practitioners*** meet weekly with children identified to be emotionally vulnerable. (currently under review due to staffing changes) • ***TAC meetings*** and ***SEND reviews*** also give the opportunity for pupils' views to be heard and for them to be involved with deciding the most appropriate support for them.

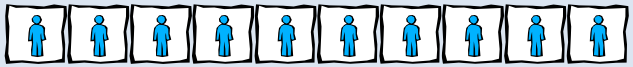
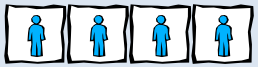
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Penponds Primary School seeks to communicate with all parents/carers. • Parents/carers are encouraged to contact their child's ***class teacher*** at the earliest opportunity when any concerns may arise • All parents/carers are invited to ***Parents Evenings*** when the progress and future learning of pupils is discussed. • There is a ***weekly newsletter*** that contains a list of all letters that have gone home that week in case a parent/carer has not been given it by their child. Letters are also published on the school website. • All pupils have a ***Reading Record Book***. The expectation is that all pupils should read at home daily. This book also gives parents/carers an opportunity to ask questions, request information or seek to meet with the class teacher. • The School ***website***, ***class dojo and twitter*** are also areas where parents/carers can interact with the school. • ***Information sessions*** for parents/carers on a range of topics. • ***Home Learning Booklets*** give parents information on the range of learning activities and opportunities on offer.	Some parents/carers of pupils with SEND have a need to be more closely involved with their child's day-to-day education. • If parents/carers are concerned that their child has Special Needs then the ***SENDCO*** will meet with them to discuss their concerns. • The ***Headteacher and/or SENDCO*** will meet with parents/carers to discuss concerns and ways forward if current resources are not helping their child progress. • There are ***specific Information sessions*** for parents/carers on a range of topics.	For some parents/carers further support is available. • They are supported in attending and being actively involved in TAC and ***review meetings***. • ***Outside agencies*** such as The Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Medical Specialists, CAMHS and other specialist agencies are all there to help parents with their children's needs.

3. The curriculum

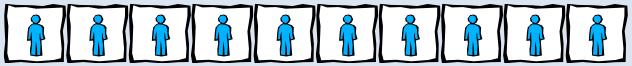
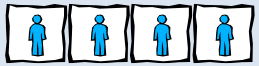
Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All pupils, regardless of their ability and/or additional needs, have access to the whole curriculum. • The core subjects of Maths and English are ***taught daily*** to make sure that pupils have the content and pace of learning most closely matched to their ability • ***Assessments*** are used regularly throughout the school to ensure that pupils are placed in the correct set and changes made if necessary. • ***Home Learning Projects***, such as Topic Grids, support the curriculum and are designed to enable the pupils to show off their interests and abilities.	Some pupils with SEND will continue to need extra support in order to achieve to their potential. • ***Intervention groups*** supplement the core subjects to enable pupils who have not grasped certain concepts to 'plug the gap'. • ***Progress is measured*** regularly to check if intervention is still appropriate. • ***Small groups*** of pupils normally require extra help in: - literacy – reading, comprehension, spelling, writing, etc - handwriting - numeracy - speech and language (The intervention groups are designed and timetabled so that pupils do not always miss the same lessons and still have access to the whole curriculum)	Even with targeted support, some individual pupils still require separate support or intervention. • ***Learning Assistants*** work with many of these pupils to help focus, understanding and appropriate academic support. • Specialist ***outside agencies*** offer advice and will sometimes provide support to enable access to the curriculum. This can be particularly relevant if the pupil has a disability.

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 
All pupils have access to quality teaching and learning experiences. • ***Differentiated*** teaching and outcomes ensures the progress of all pupils. • Lessons are ***carefully planned*** to include clear stages, regular progress checks and different learning styles. • Different level ***groupings*** within classes are identified. Sometimes these are grouped together and at others they are mixed. • ***We Are Learning How To*** and ***Success Criteria*** are displayed so that pupils understand the expectations. • Work is regularly ***marked*** and pupils can respond to the ***Next Steps***. • ***Key vocabulary*** and terms are displayed and discussed	Some groups of pupils need extra targeted support within the classroom environment. Teachers and Learning Assistants share information to ensure that this happens. • ***Learning Assistants***/class teachers work with small groups to: - ensure understanding - facilitate learning - foster independence - keep pupils on task • ***Technology*** can be used to support pupil learning such as: - laptops - ipads • Special ***examination arrangements*** are put in place for the end of Key Stage 1 and 2 SATs tests (e.g. scribes, readers, extra time)	Some individual pupils require separate support and approaches. • ***Personalised*** approaches and highly differentiated work enables independent learning. • ***One to one*** support with teachers, Learning Assistants and outside agencies is in place for those that require intensive support, e.g.: - Physical disabilities - Sensory loss - Speech & language - Autism - Severe literacy difficulties - Dyslexia

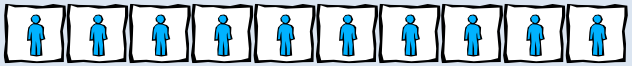
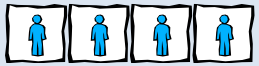
5. Self-help skills and independence

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

The universal offer to all children and YP 		provision 
All pupils are encouraged to be independent in their personal, social and academic skills. • ***Equipment*** for pupils to use is available for pupils either from their desk/tray or in labelled drawers. • Pupils are ***expected to organise*** their equipment and have it available such as PE and games kit. • Pupils are encouraged to use mediators (such as staff) when they are unable to sort their own ***relationship issues***. • Pupils are taught to use ***ICT*** safely both in and out of school. • The value of using ***library books*** and producing independently researched material is encouraged.	Some pupils find being independent more of a difficulty. • ***Learning Assistants*** in the classroom facilitate independence. • Some ***equipment is supplied*** for these pupils to help them learn such as overlays and timers. • Pupils can have ***access to***: - Visual timetables - Prompt boards - Traffic light cards • Pupils are chosen for roles of responsibility in many areas.	Individual pupils may need a lot more support. • Learning Assistants working one-to-one with pupils encourage them to be specific about what they need help with rather than just 'spoon-feeding'. • Additional support is shared so that they have self-coping strategies if the Learning Assistant is not available. • Personalised choosing boards, task cards and time out cards help support independence are being trialled with some children.

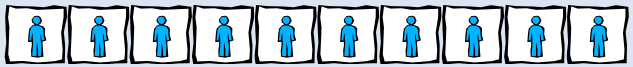
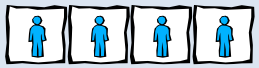
6. Health, wellbeing and emotional support

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

The universal offer to all children and YP 		provision 
The school places a high priority on all pupils' health and wellbeing. • All pupils attend whole school PHSE assemblies 4 times per week. • Miss L Bery, ***SENDCO***, coordinates provision for pupils with wellbeing, emotional, physical and mental health needs. • ***Pupil issues*** are dealt with primarily by class teachers. In addition to this Mrs Lamb, Headteacher is involved. • Fellow pupils are encouraged to ***mentor*** and buddy other pupils, particularly at playtimes. • ***Risk Assessments*** are made to ensure all pupils are safe • A large range of ***extra-curricular clubs*** encourage all pupils to partake in physical activity.	Some pupils need closer supervision and encouragement. • When necessary vulnerable pupils are given '***time out***' at break times with a member of staff. • Time limited ***groups*** are set up to help pupils with: - self esteem - social skills - life skills - anger management • ***Risk Assessments*** are carried out with special groups of pupils in mind to keep the safe.	Specialist providers sometimes need to be involved with individual pupils. • ***TAC meetings*** are supported by a range of agencies. • ***Additional support*** can be requested from: - CAMHS - Social Care - ASD team - Educational Psychologist - Penhaligans Friends - Art Therapy • ***Individualised support*** is provided for pupils who begin to display early signs of disaffection in KS2 by our Learning Mentor. • Pupils with specific medical conditions have ***individual Education and health care plans.***

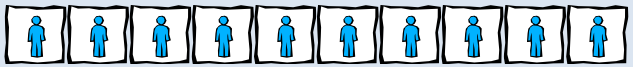
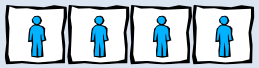
7. Social interaction opportunities

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

		
All pupils are encouraged to participate in all forms of social interaction. • ***Classroom*** teaching encourages pupils to interact to aid learning. • ***PSHE*** assemblies help pupils model appropriate social behaviour. • The ***playground*** (where pupils spend a quarter of their time) is an important social learning environment and all pupils are encouraged to use it. • The school has a clear and robust ***anti-bullying*** policy. • The school runs many ***clubs*** of a physical, creative and academic nature, both at lunchtime and after school, and pupils have the opportunities to attend these. • All pupils are encouraged to support their ***class*** group activities. • All pupils have the opportunity to attend class ***trips*** which enables interaction with the public.	Some pupils have more difficulties with social situations. • ***Prefects*** are used to help some individuals and groups of pupils with social problems. • ***Class teachers*** give time out of lessons to help pupils learn appropriate social interaction skills. • The ***Headteacher*** supports vulnerable children as required.	Individual vulnerable pupils often find this the most difficult area of their lives • The SENDCO will put **interventions** in place with the class teacher to support children with social interaction difficulties. • **Lego therapy** is due to start in the spring term 2020 after training has been completed.

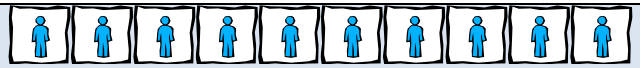
8. The physical environment (accessibility, safety and positive learning environment).

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

		
All areas of the school are accessible to all students. • All areas are ***accessible***, with disabled access and extra wide doors available for wheelchair access at every access. • The **School Council** ask pupils for their feelings concerning the school site. • There is a **games field** next to the school. • Students feel safe and in an environment where ***bullying*** is absolutely minimal and dealt with effectively. • Mrs Lamb, headteacher, is '***Designated Safeguarding Officer***' and Miss Berry is her deputy. Mrs Lamb is the named '***Child in Care***' teacher. • We aim to make all areas of the school uplifting, positive and supportive to ***learning***. • ***Teachers focus*** on good behaviour to promote a positive learning environment. • The ***rewards and sanctions*** system is robust and displayed around the school.	Some pupils find some areas of the school more difficult to access. • Some ***toilets*** are adjusted by height. • Adjustable ***chairs*** are available. • Staff are trained in manual handling to ensure child safety. • Named staff in all year groups are trained in '**positive handling**' • A **sliding door** is available to access reception.	Individual pupils occasionally struggle in certain areas. • ***Parents*** work with the school and outside agencies to make the relevant physical adjustments for individual pupils. Including the use of walkers, splints and specialist equipment.

9. Transition from year to year and setting to setting

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

		
All pupils are supported in transition from Nursery to Primary and from Year 6 to Secondary education. • There are very ***strong links*** between Little Acorns Nursery and our main Secondary School, CSIA. • ***Nursery children*** visit our school for specific events. • ***Staff*** regularly visit CISA to liaise and moderate with Year 7 teachers • There is a 3 week structured transition plan for children coming into reception • There are two ***Induction Days*** for all pupils in Year 6 going to Secondary School. • There is a ***Summer School*** for pupils going to CSIA, and other local secondary schools also offer transition arrangements. • There are six ***induction days*** (stay and play sessions) in the summer term to ease transition for children. • During induction days parents are invited to ***workshops to support their children*** in settling into school and continue their learning. • EYFS children have a ***buddy system*** during first year at school.	Vulnerable groups of pupils are given extra provision for transition. • Class teachers identify pupils who may need ***extra support*** at transition from Nursey to EYFS and from KS2 to KS3. • Pupils identified as possibly struggling have ***additional visits*** in small groups. • Pupils ***transferring*** from other Primary/Junior Schools are invited to visit and tour the school to ask questions and feel comfortable here.	Individual pupils sometimes require more support. • A '***Buddy***' system with a peer is available for vulnerable pupils at transition. • The SENDCO attends ***Nursery*** Annual ***Individual education and Health Care Plan*** Reviews. • The SENDCO from CSIA attends ***Y6 Individual Health Care Plan*** Reviews

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
CAMHS	Work with parents and schools to improve the wellbeing of children	01872 322277 Cpn-tr.earlyhelphub@nhs.net
Speech & Language Service	Work with and offer advice to schools to improve a pupil's spoken language and understanding.	01208 834488 https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/
Family Information Service	Work with parents and schools to help families.	01872 323535 fis@cornwall.gov.uk
Early Help Hubb	Professional triage, and processing **hub** for all service requests for Children's SEN needs	01872 322277 https://www.cornwall.gov.uk/earlyhelp
Educational Psychologist	To give advice to school and parents concerning difficulties with SEN and emotional health and wellbeing.	01579 341132
Early Support	Coordinate services for disabled pupils.	01872 322972
Hearing Support	Supports pupils with hearing impairment.	01726 61004
Visual Impairment Service	Supports pupils with sight problems	01726 61004
Autism spectrum team	Supports pupils with a diagnosis of autism.	01872 323210
Paediatric Epilepsy Service	Supports pupils who have epilepsy	01872 221400 https://www.cornwallft.nhs.uk/paediatric-epilepsy-nurse-specialist-service/

Answers to Frequently asked Questions

Below are examples of questions that parents may ask a school. Schools are encouraged to create their own questions with the parent/carers of children or young people attending that school.

1 How does your school know if children/young people need extra help?

On entry to the school pupils are assessed in reading, writing and mathematics. These will often show up weaknesses in core areas of the curriculum. If pupils show weaknesses then the SENDCO will, with the class teacher and parent, look at the pupil's work and decide if a Dyslexia Screening Test (when appropriate) may identify strengths and areas of weakness and how these may be addressed.

2. What should I do if I think my child may have special educational needs?

Contact the school and arrange a meeting with the class teacher. If it is decided that your child may have special educational needs then a further meeting with the SENDCO should be made to identify how the needs can be addressed. Staff will then plan intervention activities to address your child's needs. Staff will then work with your child through the activities. There will then be a review to assess how successful the intervention has been. If it is felt that the school does not have the resources to meet the needs of our child then further help is sought from outside agencies who can advise and support the staff at school in addressing your child's needs.

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

We seek to work together with parents to help pupils succeed and reach their potential in all areas. The school must seek to find the right level of work and stretch pupils to achieve to the highest level they are capable of. Parents have a responsibility to prepare pupils for school by getting them to school in a state where they are able to learn. Pupils too have a responsibility to apply themselves and make the most of every opportunity that is provided for them.

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

Pupils are regularly tested to see if they are responding to the curriculum that is delivered. Intervention groups work on gaps in learning or challenge to more able children. Many pupils go through periods when they struggle and staff regularly test and observe to see if the curriculum is appropriate for each child both in delivery and level of work. Class information leaflets, sent out each term, help staff to change and evolve the activities and learning opportunities offered.

5. How will school staff support my child?

Teachers seek to deliver lessons that are appropriate for a wide academic range and will differentiate the work by providing a range of levels of support. The delivery of content enables all pupils to access the knowledge and skills being taught and also through the expectations of what individual pupils can achieve and how they record their work. The school employs Learning Assistants that support pupils in class by making sure that children can understand what is expected and providing appropriate levels of individual support. All staff may need to teach smaller groups or individuals where particular pupils find sections of the curriculum hard and need further support and practise of skills.

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

Parents are invited to meet with the class teacher during the Autumn and Spring terms to discuss their child's progress and how they may move on. Parents are also able to arrange to meet with class teachers if there are areas of concern that they wish to raise or have clarified. We expect pupils to read regularly at home and provide appropriate material to enable them to do this. Spellings are also sent home and tested weekly. Maths skills are practiced online through homework set on: www.activelearnprimary.co.uk. There are also a number of projects that the pupils are encouraged to undertake. These are voluntary but encourage parents to work with their children to research and present work that they can be proud of. The curriculum topics are also centred around the child and where they live and pupils are encouraged to bring in and share objects and information that has interested and excited them.

7. What support will there be for my child's overall wellbeing?

We work hard to ensure that all children feel happy coming to school. Class teachers and Learning Assistants are the adults primarily getting to know the children. If a pupil discloses something to parents that is causing them unhappiness at school, we encourage all parents to meet with us as soon as possible. We will then investigate and put procedures in place so that your child feels comfortable and happy at school in order to learn to their potential.

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

Pupils need to feel safe and supervision by adults is important. A safe environment is constantly monitored and adjustments made as necessary. Bullying is the other major concern for all parents. We take any accusations of bullying seriously and investigate fully. Bullying happens and needs to be dealt with from both the point of view of the 'victim' and the 'perpetrator'. Sometimes measures have to be put in

place to remove the causes of bullying and we work with parents to both make them aware of bullies as well as help pupils cope with difficult situations.

9. What specialist services and expertise are available at or accessed by your school?

As well as having very experienced staff, who have dealt with most situations previously in one way or another, we have access to a vast array of professional help and advice. Some of this is educational and includes an Educational Psychologist and Speech and Language therapist. Some is medical including Hearing and Visual impairment, Early Intervention Service and the Epilepsy Service. Some is social including CAMHS and the Family Information Service.

10. What SEND training have the staff at school had or are having?

The SENDCO, Miss Berry, who has the National Senco award, oversees the training and development of staff. Learning Assistants receive training from our Headteacher, Mrs Lamb and the SENDCO, Miss Berry, as well as attending external courses on the teaching of Read, Write, Inc. cognition and learning and such like courses where necessary.

11. How will my child be included in activities outside the classroom including school trips?

All pupils are invited to go on trips and activities outside the classroom unless parents request otherwise. Some of these are charged for. In order to keep costs to a minimum we hire the fleet of minibuses at Camborne Science and International academy. Occasionally we request contributions towards the cost of trips. Some of these are expensive such as 'The London trip' and 'Activity weeks' at Carnyorth and at Porthpean. We try to give parents plenty of time in order to spread the cost of these activities.

12. How accessible is the school environment?

The school building is readily accessible and any further alterations that need to be made to enable all pupils to access all areas is constantly being reviewed. Hand rails are in places where additional mobility support is required. The accessibility to the site is monitored regularly and safety walks for children with particular physical needs are done in conjunction with the parents of that child, SENDCO and premises manager.

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

We work with Little Acorns and other nurseries closely to make the transition into primary as smooth as possible. The SENCO works closely with those pupils moving up and staff from both schools have regular contact with the students in each school. Learning Assistants work with our reception teacher to conduct home visits for all children joining in reception. All KS2 pupils (from Year 3-6) regularly visit Camborne

Science and International academy for activities with staff there and become comfortable with the environment. In Year 6 transition meetings take place between staff and visits to the secondary school are arranged. Camborne also run a Summer School. Extra visits to and from all schools can be arranged for all pupils for whom this is a vulnerable time.

14. How are the school's resources allocated and matched to children's special educational needs?

Some pupils enter the school with recognised Special Needs and these are accounted for in the preparation and organisation of lessons, and the allocation of staff. This may include differentiation of resources and support with adults or practical resources. Pupils are regularly tested to discern gaps in knowledge. When concerns are raised that a pupil is struggling, the SENDCO will assess the pupils and screen for Dyslexia. This will enable staff to address learning styles and be aware of pupils who struggle with certain areas. It is vital that parents are kept aware of the progress of assessments and can meet to bring their own concerns and knowledge of their child to the situation. Occasionally the resources that the school has do not address the child's needs and then outside advice is sought to see if anything extra can be done. This may cause changes of routine or resources that bring about a change. Sometimes further resources of personnel or a practical nature may need to be obtained.

15. How is the decision made about what type and how much support my child will receive?

Parents are part of the process for deciding their child's education. We aim to include all pupils through Quality First Teaching. Putting in place extra facilities in terms of time, personnel and resources is done in consultation with the class teacher, the SENDCO and head teacher, together with parents from advice from other professionals and as allocated from EHC Plans

16. Who can I contact for further information?

Initial concerns should be made to the class teacher. Further advice and help is available from Miss Berry, the SENCO, and Mrs Lamb, head teacher, can also be contacted.

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

The Local Offer, of which the School Offer is a part, can be accessed from the County website.
http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2
If there are anomalies or the Offer is not being delivered then the first point of contact should be: (i) the class teacher, (ii) the SENCO, (iii) the headteacher, (iv) the school governors, (v) the County Council

18. How is your Local Offer reviewed?

Cornwall's Local Offer will be constantly updated on their website. As we develop; new staff appointed, skills gained and changes are made, these will be updated on our website. The School Offer will be reviewed annually for the beginning of the school year and parents/carers will be informed of any changes made.