



Penpol School

Our 'Local Offer' for Special Educational Needs and Disabilities (SEND) 2017/2018

Our vision for the Penpol School is to nurture and empower everyone to aspire beyond their expectations by cultivating curiosity, celebrating individuality and creating life-long learners who contribute positively to the wider community. We aim to ensure that all pupils, regardless of their specific needs, make the best possible progress at school.

The levels of support and provision offered by our school – September 2017

1. Listening to and responding to children and young people

<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> 
<p>The views and opinions of all pupils are valued. Pupil voice is represented in all aspects of school, for example:</p> <p>Individual support with academic targets linked to MAPPIX age related expectations.</p> <ul style="list-style-type: none"> • Class and group discussions • Consultation for Individual Education Plans • School council • Questionnaires • Learning partners 	<p>Pupils with SEND are invited to participate in all consultation groups.</p> <p>Additional provision is provided to include the views of individual students.</p>	<p>Individual support is responsive to the needs and views of the pupil.</p> <p>Student's and parent's views are an integral part of SEN reviews through Structured Conversations and Annual Reviews</p> <p>Where possible pupil views are an integral part of TAC meetings and SEN reviews.</p> <p>Pupils are supported in person centred planning and target and outcome setting.</p> <p>Resources and vocabulary used are accessible to the pupil.</p>

2. Partnership with parents and carers

<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> 
<p>The school works in partnership with all parents and carers.</p> <p>The parents/carers of all pupils with SEN attend parent/carer reviews and meetings.</p> <p>Reports on pupil progress are shared with parent/carers on a regular basis.</p> <p>Dialogue between families/parents and school is encouraged via informal chats, open door policy on appointments with staff, home-school books and reading journals.</p> <p>Parent/carers know exactly who to contact if they have any concerns.</p> <p>The school website and/or prospectus enables parent/carers to understand more about what their child is learning.</p> <p>Foundation stage use the Tapestry online software to aid regular progress reports.</p>	<p>Families are invited into school for regular events such as pupil performances, Parent Training evenings, PFA fund raisers, film nights, academic review day, harvest assembly and other class based assemblies connected with the curriculum.</p> <p>Families are invited to attend information sessions re supporting their young person at home e.g. parenting skills, literacy and numeracy skills, ICT and E-Safety awareness.</p> <p>Parents are able to contact school re concerns at any time.</p> <p>Details for the FIS (Family Information Service) website and any other targeted provision is shared via meetings, leaflets and the school reception, school notice board and/or website.</p>	<p>Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</p> <p>Parent/carer's views are an integral part of TAC meetings and SEN reviews.</p> <p>Advocacy is available to ensure the above.</p> <p>All documentation is presented in a format that is accessible to individual parents.</p> <p>Parents are encouraged to engage in one-to-one reading at home and other supportive learning activities.</p> <p>Outside agencies book appointments to see pupils and their parents/carers in the school setting, e.g. the Speech and Language Therapist, the school nurse service, Occupational Therapist, Hearing Screening.</p>

3. 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> 
<p>At Penpol School we ensure that all pupils, regardless of their ability and/or additional needs, have full access to the (2014) National Curriculum</p> <p>Teachers plan in Key Stage Phase Groups enabling them to make the necessary provision to ensure the inclusion of all pupils.</p> <p>Our RE is taught from the Cornwall Agreed Syllabus</p> <p>A creative, cross-curricular programme is used. Outdoor learning is utilised to best effect for all age groups.</p> <p>All pupils in Year 6 have access to a homework club.</p> <p>Useful provision for all pupils such as educational websites, school's own library are shared with families via class newsletters and/or school newsletters.</p> <p>Assessments and staff knowledge are used to identify students who need specific interventions.</p> <p>All students from Year 2 to Year 6 are able to boost their independent and Literacy skills through the Accelerated Reading programme.</p> <p>Assessments including dyslexia testing are used to identify pupils who need specific interventions.</p>	<p>Intervention programmes are bespoke and needs led.</p> <p>Pupils requiring additional support are targeted by the SWAT (Support With Attainment Targets) Team.</p> <p>The progress of pupils taking part in intervention groups is measured on a regular basis.</p> <p>The intervention programmes are adapted in light of pupil progress. Small group interventions can include:</p> <ul style="list-style-type: none"> English – reading, comprehension, spelling, writing, grammar etc. Memory Skills Reading Catch Up KS1 & KS2 Speech and language therapy Handwriting and fine motor skills Phonics Catch-Up Nessy ICT Workshops 	<p>Small group or 1-1 (SWAT TEAM) support for Literacy and Numeracy</p> <p>Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.</p> <p>Support from IEP targets</p> <p>P-Scale support</p> <p>B Squared</p> <p>In exceptional circumstances pupils may be disapplied from some assessments or tasks. This must be agreed by all involved and may require supportive documentation.</p> <p>Structured Conversations (parental involvement)</p> <p>Tested by SENCO</p>

4. 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> 
<p>Penpol School is a ‘dyslexia friendly’ school. This approach is used for teaching and learning across the school, where differentiated teaching and outcomes are used to ensure the progress of all students.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Different level groupings are identified for each class and some of the time they will be seated in ability groups.</p> <p>Pupils will be taught in groupings that will lead to all making progress, this could be in higher and lower level groupings or mixed level groupings.</p> <p>Improvement marking, assessment for learning, effective feedback and self- assessment.</p> <p>Meta cognitive self-assessment (knowing about knowing), peer assessment and tutoring.</p> <p>Quality first teaching supports the needs of all pupils</p> <p>Teachers plan together in Key Stage Phase Groups.</p> <p>Targets will be shared and accessible to all pupils in their books.</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep pupils on task. <p>SWAT Team to support individual pupils.</p> <p>If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher.</p> <p>Independent pupil learning is supported by the use of accessible resources and/or technology, for example:</p> <ul style="list-style-type: none"> - Laptops - IPADS - Subject specific resources such as number lines for maths - General resources such as rulers, paper, dictionaries - SEN Laptop <p>Special examination arrangements are put in place for tests (readers scribes etc.) Homework support is available</p>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</p> <p>Outreach and staff training from special schools or organisations is requested for advice on teaching and learning.</p> <p>County Ed Psych</p> <p>ICT – Nessy</p> <p>P-Scale support</p> <p>B Squared</p> <p>SWAT Team intervention</p> <p>Autism support for children and families from our SENCO and class teacher.</p>

5. 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> 
<p>Resources are available in Key Stage One and Two class- rooms containing overlays, highlighters, dictionaries, wordmats, etc which promote independence.</p> <p>All table groups have access to Literacy and Numeracy support table mats.</p> <p>Numeracy classroom wall displays for key vocabulary and symbols.</p> <p>English classroom Exciting Writing wall displays for examples of writing and powerful vocabulary, connectives, openers and punctuation.</p> <p>The ‘Learning to Learn’ areas are used to promote self-help with the strategies – Thinking, Reflecting, Communicating, Working with Others, Persevering</p> <p>Success Strips are used for pupils to assess independently</p>	<p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Students have access to personalised equipment to help them to learn, such as talking tins, overlays, pencil grips, triangular pencils, loop scissors, mnemonic word cards and timers</p> <p>Students have access to :</p> <ul style="list-style-type: none"> - Visual timetables - Target ladders - Prompt cards - SWAT Team intervention <p>Small group interventions include:</p> <ul style="list-style-type: none"> - Nurture Group, - Circle time - In class support for behavioural targets - Anger management - Social Skills - Learning partners - Restorative Justice 	<p>Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc.</p> <p>Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant or teacher is absent</p> <p>Personalised timetables are in place</p> <p>IPads for selected children</p> <p>Learning Mentor</p> <p>Anger management</p> <p>Mental Health Support / Counseling</p> <p>Achievement for All interventions/Structured Conversations</p>

6. 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> 
<p>PSHE plans link with SEAL (Social, Emotional Aspects of Learning) lessons include all students</p> <p>The SEN team coordinate provision for students with wellbeing, emotional, physical and mental health needs.</p> <p>Students have access to the school nurse. Sessions are private and confidential.</p> <p>Bereavement counselling available.</p> <p>Student issues are dealt with by trained staff, including Learning Mentors, as they arise.</p> <p>Pupil Attitude to School and Self survey (PASS) completed at Key Stage One and Two.</p> <p>Circle Time</p> <p>After-school clubs range from: Football, Netball, Rugby, Dance, Basketball, Karate and multi-skills, wood-working, computing, guitar clubs, Brass Instruments, Art, Surfing, Heart start, Spelling Club, Roller Skating, Sewing Club, Running Club and Lego Club etc.</p> <p>Hearty Lives to aid health, resilience and emotional well-being.</p>	<p>Pupils are encouraged to and know they can find support at break times from adults and play leaders.</p> <p>There are trained members of staff running morning club, supervising break and lunch times and all extra- curricular clubs.</p> <p>Time limited and monitored interventions groups may address issues such as:</p> <ul style="list-style-type: none"> - self-esteem - social skills - life skills - anger management <p>A wealth of extra-curricular clubs are open to all and encourage resilience, teamwork, social interaction and emotional well-being</p> <p>The school will offer extra opportunities from staff or outside organisations to promote a 'have a go' attitude e.g.</p> <ul style="list-style-type: none"> - art and performance skills - learning a musical instrument - Sports fixtures arranged with other schools - Risk assessments carried out. <p>The Quad Area is available for vulnerable students to take 'time out' and find support through Thrive intervention.</p>	<p>TACs, Early Support meetings and reviews are supported by a range of multi-agencies.</p> <p>Boxall is used to tailor provision to need</p> <p>Additional support for students can be requested from</p> <ul style="list-style-type: none"> - CAMHS - Social Care - Youth Centres - Dreadnought - Penhaligons Friends - Music therapy - Cornwall/Duchy/ Truro College <p>Individualised support is provided for students who begin to display early signs of disaffection.</p> <p>Students with specific medical conditions have individual health care plans.</p> <p>Vulnerable children checklist</p> <p>PASS</p> <p>Thrive</p> <p>Small group, 1-1 for Social Skills</p> <p>Individual counselling</p> <p>Individual reward systems</p> <p>Anger management</p> <p>Re-integration program (IBP)</p> <p>County Ed Psych</p> <p>Pastoral support</p>

		Draw and talk 1-1Talk Time 1-1Learning Mentor Support 1-1Pupil monitoring Additional planning and arrangements for transition
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7. Social interaction opportunities

<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> 
<p>All students have opportunities for social interaction, regardless of need.</p> <p>All students belong to a class and year group.</p> <p>All students are invited on trips and visits.</p> <p>See clubs list: http://www.penpolschool.co.uk/clubs.html .</p> <p>Involvement in community events.</p>	<p>Buddy classes working together to share and support learning.</p> <p>Peer mentors/buddies for vulnerable children and young people.</p> <p>SUPER SIX.</p> <p>Y6 Playtime leaders</p> <p>SENCO and teachers ensures social interaction opportunities for students with autism.</p> <p>Nurture Buddies</p> <p>Sports teams – events with other schools.</p>	<p>Learning mentors or TAs use social stories with individual students.</p> <p>Picture Communication Symbols</p> <p>Makaton signs and symbols</p> <p>Draw and talk sessions</p> <p>Anger management</p> <p>Social skills</p>

8. 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> 
<p>All areas of the school are accessible to everyone including those students with SEND.</p> <p>The building is accessible for wheelchair users.</p> <p>Students feel safe and in an environment where bullying is not tolerated and dealt with effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning. Outdoor areas, including the wildlife area are used to facilitate learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment.</p> <p>The rewards and sanctions system is robust and displayed around the school.</p> <p>Toilets adapted by height for Reception and KS1.</p> <p>All entrances and exits have locks and codes to ensure the safeguarding of pupils.</p>	<p>The Quad Area for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times. Ensures the opportunity to eat lunch away from the canteen and store items in a secure place.</p> <p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Adjustable chairs/ tables available.</p> <p>Adapted PE equipment available.</p> <p>Sensory toys, lights and games</p>	<p>Specialist equipment in lessons enables disabled students to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p> <p>Adjustable chairs/ tables available.</p> <p>External professionals support the facilitation of equipment to support pupils learning.</p>

9. 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> 
<p>There are strong links with feeder secondary Schools and Nursery schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3 and at Foundation.</p> <p>Secondary staff visit Year 6</p> <p>Taster days for students in years 5 and 6, 2 or more induction days for year 6 students and all students in Year 6 invited to attend Summer School.</p> <p>All classes meet their new teacher for the Autumn during the summer term for sessions to support transition.</p> <p>Pre-school to Foundation transition afternoons.</p> <p>Play and Learn – Thursday afternoons</p> <p>The school arranges transition opportunities from Year 2 to Year 3 and Foundation to Y1.</p>	<p>Children visit local secondary schools for specific events. Towards Year 6 this becomes more regular.</p> <p>‘Friendship group’ systems are in place for students who are particularly vulnerable at transition.</p> <p>Students identified as possibly struggling with transition have many additional visits in small groups</p> <p>A Learning Mentor or TA will support transition for vulnerable groups.</p> <p>A transition passport is put together for vulnerable children from Nursery to the Foundation Stage.</p>	<p>The SENCO and class teacher attends year 5 and year 6 annual statement reviews (and earlier if the parent requests).</p> <p>Primary/Secondary team meetings regarding transition of individual or vulnerable children.</p> <p>Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</p> <p>Students with SEND have extra visits to Year 7 settings.</p>

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Social Care	Support vulnerable children and families	0300 123 1116
Family Support	Support vulnerable children and families	07973 497 357
Educational Welfare Service	Attendance Issue Support	0300 123 4101
Children in Care	Manage children in care and their family support	01873 323 565
SALT	Assess and support speech and language	01209 318500
Family Learning	Providing families with opportunity to learn together	01872 327 520
County Educational Psychologists	Provide a statutory service for SEND needs	01209 614 175
CAMHS	Mental Health Support for Children	01872 321 400
Carnelian Coaching	Life coaching and mental health	www.carneliancoaching.co.uk
Penhaligons	Breavement and critical illness family support	0845 607 1943
Hearing Impairment Team	Supporting schools and families with hearing impairments in Cornwall	01209 612702
Visual Impairment Team	Supporting schools and families with visual impairments in Cornwall	0300 1234101
Occupational Therapist	Assessing for physical and psychological needs to help to promote independence	01872 252531
Dyslexia Service	Assessments and support for Dyslexic children	0300 1234101
Physiotherapists	Providing programmes for physical needs for children in schools	01872 254531
Health/School Nurse	Health support for children and families	01209 318527
Community Therapy Service	Providing support for children with physical disabilities who attend mainstream schools	01872 254531
Gweres Kernow	Provide information and advice to young people about sexual health	01872 326791
Cornwall Parent Partnership Service (SENDIASS)	Provide information, advice and support for children and families with SEND	01736 751921
Family Information Service	A hub of information for school services in Cornwall. School Local Offer is published here.	www.cornwallfisdirectory.org.uk
NSPCC	Helping children and families throughout the UK to deal with issues such as domestic abuse	01872 245230