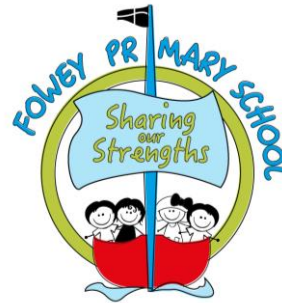


Our School Local Offer

Special Needs and Disability (SEND)



Our school is a happy, open, well-motivated learning community. We seek to maintain this with children central to the plan. By working collaboratively we aim to ensure that all children's life chances are enhanced, with the intention that they will become independent, thoughtful and resilient lifelong learners through our inclusive approach.

We encourage all children, whether they have profound learning or physical disabilities or are gifted and talented, to reach their full potential. We treat every child as an individual, carefully monitoring the progress they make. At the end of their time with us, we hope that the school will have played a major part in helping the children to be self-disciplined, keen to learn and well educated. We are a school that combines challenge and excitement with security and care.

Name and contact details of the Special Educational Needs and Disabilities Coordinator Maria Barnes on 01726 832542 or email us at mbarnes@fowey.sch.org

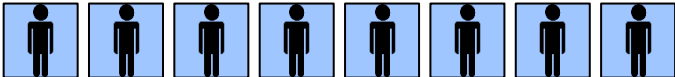


1. Listening to and responding to children and young people

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued • School Council – 2 representatives from each class • All pupils have a 'Learning Partner' • Pupil questionnaires • Pupils involved in staff recruitment process • Pupil conferencing allows pupils to voice their own perceptions regarding their learning • Individual pupil eschools account enable pupils to communicate with Teachers when working remotely from home • Pupils respond to marking feedback • Weekly PSHE/ R-time sessions • Class Chatbox and Circle time 	<ul style="list-style-type: none"> • Pupils attend and contribute to Planning and Review Meetings • Pupils with SEND are included in all aspects of the universal offer • Additional provision shared and reviewed with pupils and parents/carers 	<ul style="list-style-type: none"> • Pupils complete an 'All About Me' document • Pupils views are sought as part of the assessment, planning and review progress meetings

2. Teaching and learning

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
<ul style="list-style-type: none"> • A whole school monitoring cycle ensures quality first teaching in all classes • The lesson learning intention and success criteria are shared with pupils • Mathematics and English learning journeys are displayed and shared with pupil's on the working walls • Ongoing assessments inform future planning • Lessons are carefully planned and use multi-sensory strategies to meet individual needs • Lessons include regular progress checks and different learning styles • Pupils have access to a range of resources to support their learning e.g. 100 squares and key words • Whole school marking policy ensures pupils' work is marked regularly and pupils are given time to respond to any comments • Peer and self-assessment takes place regularly • Individual pupil conferencing termly • Pupil Progress meetings to review progress • Analysis of pupil progress data is undertaken half termly by Senior Leaders and this informs provision • Internal and cross school moderation of pupil work • Differentiated homework tasks provided • The indoor and outdoor class environments are used to enhance teaching and learning • Teaching Assistants are used in all classes to support academic and emotional needs 	<ul style="list-style-type: none"> • Interventions are monitored by Senior Leaders • Assess, Plan, Do, Review Cycle of Support • Interventions are monitored by Senior Leaders • SEND Coordinator monitors learning of pupils on the Record of Need • SEND Coordinator analyses SEND progress data half termly and this informs provision • Pre-learning • Alternative methods of recording • Additional concrete resources as needed 	<ul style="list-style-type: none"> • 1:1 intervention – e.g. Maths • Now and Next Boards • Individual Speech and Language targets • Use of Task board to assist working memory • Coloured overlays • Spot timer

3. Self-help skills and independence

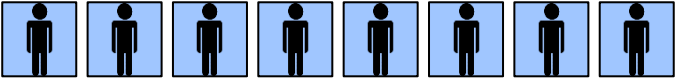
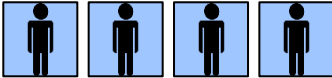

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> Resources are labelled and accessible to pupils in all classrooms Success criteria displayed in all classrooms All classrooms have Working Walls for English and Mathematics All classrooms display learning goal exemplars to show what needs to be done to move learning onto next level Visual timetable Smart boards in each class Access to laptops Learning differentiated appropriately Child initiated learning encouraged to move learning on Shared ownership of learning All classrooms promote and use a self-help toolkit Class monitors to promote responsibility and independence 	<ul style="list-style-type: none"> Pupils have access to personalised equipment to help them learn such as talking tins, timers and overlays Pupils have access to word lists Pre-teaching of strategies and vocabulary Key text enlarged where necessary Pupil Passport Learning tasks punctuated with mind/physical breaks 	<ul style="list-style-type: none"> Specialised equipment e.g. writing slope; pencil grip Access to disabled toilet Pupil Passport

4. Partnership with parents/carers and professionals

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
<p>Termly Parent Forum with the Headteacher</p> <ul style="list-style-type: none"> Fortnightly newsletter (electronic and paper version available) Parents/Carers are included on the Governing Body Parents'/Carers' views are obtained through annual questionnaires Parents/Carers are invited to termly Parents' Evenings to discuss child's learning goal and progress Annual Pupil Report to parents detailing child's progress and next steps The school website is regularly updated with news and information for all parents/carers Class newsletters sent out to Parents/Carers termly Three class project organisers shared termly with parents E-mailing service, Twitter and School Facebook page keeps parents/carers informed of dates, achievements, forthcoming meetings etc. Grab a Grown Up <i>Lunch 'n' Learn</i> event termly Parents/Carers are invited to class assemblies Parent/Carer volunteers encouraged Every pupil has a Home/School Liaison book Parents/Carers are invited to attend information sessions – 'How to support your child at home' Open door policy Parent/Carers have access to weekly word lists 	<ul style="list-style-type: none"> Parents are invited to attend and contribute to Planning and Review Meetings Regularly inform parents about attendance Parents are informed if their child is placed on the Record of Need (RON) and as a result receiving additional support 	<ul style="list-style-type: none"> Parents/Carers attend and views are sought at all Annual /6-monthly Statement /EHCP reviews Parents/Carers attend and views are sought as part of the APDR cycle Parents/Carers attend and views are sought as part of the Team Around the Child (TAC) process Parent/Carers are supported in liaising with other agencies including: Educational Psychologists, Occupational Health SALT ASD Team Teacher for the deaf Vision Support Team School Nurse Targets and strategies from other professionals are implemented into class Home/school communication book if needed Referral to CELT (Cornwall Education Learning Trust) panel for further support

- Parents/Carers are encouraged to contribute to EYFS learning journeys throughout the year

5. The curriculum

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> • All pupils, regardless of their abilities and/or additional needs, have full access to the curriculum • Project based curriculum to support the delivery of new 2014 National Curriculum and • Whiterose Maths used to support Maths teaching and learning in Years 1-6 • Numicon used to support EYFS teaching and learning • Infants use Read Write Inc. (RWI) Phonics programme • Nelson spelling and handwriting programme • Assessments are used to identify pupils who require interventions • NELI (The Nuffield Early Language Intervention) screening on entry to EYFS • Accelerated reader termly screening • Wide variety of extra-curricular activities and afterschool clubs available e.g. Gardening, Tag Rugby, Eco-Team and Drama • Regular class visits to support curriculum 	<ul style="list-style-type: none"> • Interventions are needs led • The progress of pupils taking part in intervention groups is measured at least half termly • Interventions are reviewed as part of the Assess, Plan, Do Review Cycle • Small group interventions include: <ul style="list-style-type: none"> ○ Maths Skills ○ Y5/6 Targeted small group maths ○ Social skills group ○ Key Stage 2 phonics ○ Targeted reading buddies ○ Shine Maths and Reading Intervention • Advice and support from external agencies 	<ul style="list-style-type: none"> • Individualised learning programme • Fun Fit, Top to Toe • Pupils with SEND may access the curriculum with adult support • Rapid Reading intervention • Nessy interactive computer programme (spelling and reading) • Numberbox • RWI Freshstart phonics intervention for key Stage 2 pupils • 1:1 tuition

6. Health, wellbeing and emotional support

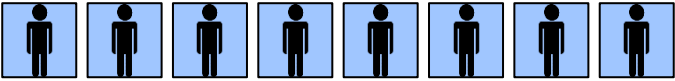
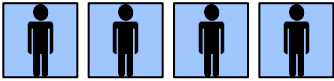

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
<ul style="list-style-type: none"> • PHSE lessons include all pupils • Mental Well-being sessions • Peer Mediators • Play Leaders • Organised lunchtime and break time active activities • Risk assessments as needed in place • Pupils know who to go to if they have a concern • After school clubs • Positive behaviour policy adhered to by all • Zones of regulation • Weekly Celebration Assembly • Displays around the school to celebrate children's achievements • Postcards Home • Positive notes and/or phone call home • House points • EYFS/Y6 Buddies • Half termly safeguarding updates for all staff • Y6 Bikeability 	<ul style="list-style-type: none"> • Small group intervention targeting social skills and self esteem • Sports Premium funded targeted group intervention • Quiet zone • Social stories used to develop understanding of social situations • Brain and movement breaks 	<ul style="list-style-type: none"> • Access to School Nurse Service • Medical Care Plans in place • TACs, Early Support Meetings and reviews are supported by multi-agency professionals • Individualised intervention e.g. Anger management; feelings/emotions • Designated Learning Mentor available • Targeted sessions with TIS (Trauma Informed School) practitioner • Play therapy sessions • Boxall profile • Horse riding for the disabled • Targetted PSHE programme for identified SEND pupils • To access further support for individuals referrals can be made to external agencies: <ul style="list-style-type: none"> ○ CLEAR counselling ○ Penhaligon Friends ○ Nurture Group ○ Young Carers ○ CAMHS ○ Social Care ○ SALT ○ Educational Psychologist

		<ul style="list-style-type: none"> ○ School Nurse ○ ASDAT pathway ● 1:1 break/lunchtime support ● Named lunchtime supervisors for an individual child where necessary
--	--	---

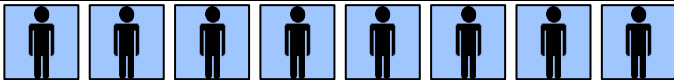
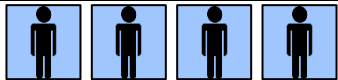

7. Social interaction opportunities

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
<ul style="list-style-type: none"> • All pupils belong to a mixed age house group • Sports fixtures with other schools • Member of St Austell and District football and netball league • Member of Mid-Cornwall Sports Partnership • Regular educational visits • Whole school events e.g. Christmas play, Disco and Summer Fayre • All Key stage 2 pupils offered opportunity to attend annual school camp • Y6/EYFS Buddies 	<ul style="list-style-type: none"> • Gifted and Talented workshops with other schools 	<ul style="list-style-type: none"> • Riding for the disabled • SEND disability sports events

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

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
 <ul style="list-style-type: none"> • All staff and visitors wear identification badges • A positive Behaviour policy is in place and adhered to by all • All areas of the school are accessible to everyone including those students with disabilities • All classrooms are accessible for wheel chairs • Visitors access during the school day through the main entrance • There is a Designated Safeguarding Lead and Deputy as well as a named Child in Care teacher • Teacher on duty before school • Pupils feel safe and in an environment where there is virtually no bullying • There are named qualified First Aiders • Access to the school nurse • Dietary needs met by kitchen • Resources are clearly labelled and accessible to pupils • Visual timetables in every class • Outdoor learning areas including, designated learning area for EYFS, Amphitheatre and wild life area 	 <ul style="list-style-type: none"> • Number of staff have attended specialist healthcare training (e.g. epi-pen and asthma) 	 <ul style="list-style-type: none"> • Disabled toilet facilities • Changing facilities • Table writing slopes • Individual 'Time Out' area available • Implementation of Individual Health Care Plans • Standing desk

9. Transition from year to year and setting to setting

The Universal Offer	Additional Targeted Support and Provision	Specialist individualised Support and Provision
		
<ul style="list-style-type: none"> • In school class transition days held in July • Secondary school transition meetings held in July • In school parents/carers invited to attend 'Tea and Talk' providing the opportunity to meet the new class teacher • Transition meeting held with Pre-School • Summer Term EYFS practitioners visit pupils in pre-school settings • Parent/Carer information meeting for new EYFS intake held in Summer Term • Home/school visit by class teacher and teaching assistant offered to all parent/carers for new EYFS intake in Summer Term • Transition sessions for new EYFS intake in July • Taster days for all Y6 pupils at Secondary schools 	<ul style="list-style-type: none"> • SEN files passed on to class teacher and next school • Pupils identified as possibly struggling with transition may have additional organised visits to Secondary School 	<ul style="list-style-type: none"> • Secondary school SEND Coordinator invited to Y6 Annual Reviews and TAC meetings • Photos of new staff, classroom etc. sent home in Summer Holidays for parents to use to familiarise pupil with changes • Personalised transition planning as needed

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychologist	The Educational Psychologist supports our school in understanding areas of SEN and works alongside the school in helping to support children in need.	Referrals can only be made through school.
Speech and language therapist	The speech and language therapist works alongside our school to support children with any speech and language needs.	Via school or GP
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	A referral can be made by the family, School or School Nurse.
Autistic Spectrum Team	Supports the inclusion of young people with Autism in schools through work in both the home and at school. A young person aged 4-16 who has been diagnosed with an Autistic Spectrum Condition (ASC) may be referred to the team by a professional and their parents.	A referral form can be downloaded from the Autism Spectrum Team Cornwall website: https://www.cornwall.gov.uk/childrensautism
Early Help Hub	The Early Help Hub is the single point of contact for council and community health Early Help services for children in Cornwall. It provides information, advice and guidance, as well as access to Early Help services.	01872 322277 Monday to Thursday, 8.45am to 5.15pm and 8.45am to 4.45pm on Fridays
Early Support Team	Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it.	Early Support TAC (Team Around the Child) meetings and SCIP (Supporting Change In Partnership) support can be requested by the young person, parents, carers or professionals. You can ask about Early Support by contacting the Early Help Hub.

Family Support workers	Provide support to families with behaviour management, finances, housing, parenting programmes and signposting to other agencies.	Support can be obtained by contacting the Early Help Hub. 01872 322277
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	Via school or GP
Hearing support Team	Support pupils with hearing impairment.	Referrals can be made by parents, health professionals, Speech and Language Therapists, schools and pre-schools and other SEN agencies. Please use the form on the website www.cornwall.gov.uk/hearingsupport
Vision Support Team	Support pupils with vision impairment. The Team offers specialist teaching, advice and support, functional vision assessments and bespoke training.	Referrals can be made by parents, health professionals and schools. Once a referral is made, medical information is always requested from Orthoptists and/or Ophthalmologists.
Occupational Health	Support pupils in developing a suitable physical environment.	Via school or GP
Physical and Medical Needs Advisory Service	Support pupils with Physical Disabilities and medical needs who attend mainstream schools.	Referrals accepted from schools, medical professionals
CLEAR	CLEAR is a registered charity (No 1128689) providing a range of therapeutic services for children and young people who have experienced or been linked to abusive relationships.	Via school, CAMHS, Health, Social Work or Self Referrals
Cognition and Learning Service	The Cognition and Learning Service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The Service works with learners	Referrals can be made through the school

	with Specific Learning Difficulties and Moderate/general Learning Difficulties.	
Penhaligon's Friends	A charity which provides bereavement support for children, young people and their parents and carers.	https://penhaligonsfriends.org.uk/ Contact details: 01209 210624 or 01209 215889.
SEN Assessment and Provision Team	Carry out the process of Statutory Assessment and maintain and review existing EHCPs.	Contact details: Telephone 01872 324242 (Phonelines are open weekdays from 8.30 am - 5.30pm) E-mail statutorysen@cornwall.gov.uk Website www.cornwall.gov.uk/.../senfile
MARU (Multi Agency Referral Unit)	The MARU will signpost you to the service that can best help meet your child's needs. Sometimes they will recommend you speak to the Early Help Hub	MARU 0300 1234 101
More detailed information about each service, as well as additional services can be found on Cornwall's local offer which can be accessed online by searching: "Care and Support in Cornwall Local Offer"		

Any questions: If you have any questions about our school offer, please don't hesitate to contact us on 01726 832542 or email us at: mbarnes@fowey-jj.cornwall.sch.uk