



## Lewannick Primary School

### Special Needs and Disability (SEND)

The Duchy Academy Trust comprises Lewannick, Callington and Boyton Primary Schools. Within The Duchy Academy there is a strong learning community which ensures consistency and high standards of attainment in teaching and learning across all schools. All of the schools within the Duchy Academy Trust consider education a fundamental part of your child's life and believe that we play a vital part in supporting this experience. By working collaboratively we aim to ensure that all children's life chances are enhanced, with the aim that they will become independent, thoughtful and resilient lifelong learners.

At Lewannick we aim to provide a valued education which gives each child equal opportunities to develop:

- Self esteem, patience and understanding of our own and others needs
- A reasoned set of personal attitudes, values and beliefs and a respect for the religions and moral values of others
- The ability to work independently or as part of a team
- A lifelong love of learning through a broad curriculum, which is interactive, stimulating and fun
- Qualities of spirit, empathy and imagination and a sense of wonder

Written: September 2014

## The levels of support and provision offered by our school

### 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> 
<ul style="list-style-type: none"> <li>• The views and opinions of all pupils are valued.</li> <li>• Pupil voice is represented through School Council.</li> <li>• Pupil voice is heard through pupil-led groups, e.g. Computer Cops, JRSO, Eco-Warriors, SNAG.</li> <li>• Pupil voice is heard through questionnaires and surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are involved in setting their own targets during IEP writing meetings.</li> <li>• Students with SEND are included in all consultation groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil's views are integral to IEP target setting meetings.</li> <li>• Pupil conferencing allows pupils to voice their own perceptions regarding their learning.</li> <li>• Meet and greet</li> <li>• 1:1 specific support</li> </ul>

## 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> 
<ul style="list-style-type: none"> <li>• The school works in partnership with all parents and carers.</li> <li>• The parents/carers of all pupils are invited to parent consultations.</li> <li>• Pupil progress reports are sent home at end of the academic year.</li> <li>• All children have reading diaries that are also used for communication.</li> <li>• Parents/carers are invited to termly class assemblies, classroom visits and coffee mornings.</li> <li>• Parent/Carers are invited to maths and literacy workshops.</li> <li>• Parental support advice is available through the Parent Support Advisors accessed through Cornwall's Local Offer.</li> <li>• Parents/Carers know exactly who to contact if they have any concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are invited to attend IEP writing meetings to set new targets for their child.</li> <li>• Parents are able to contact the school about concerns at any time.</li> <li>• Virtual sites, such as Abacus, are available to enable parents/carers to support their children with their homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</li> <li>• Parent/carer's views are an integral part of TAC meetings and SEN reviews.</li> <li>• Meetings with Head teacher/SENCO/Teachers.</li> <li>• Parents are supported in liaising with Outside agencies:- Family support Educational Psychologists ASD Team School Nurse Teacher for the deaf Occupational Therapist</li> </ul>

<ul style="list-style-type: none"> <li>• The school website provides information about school provision and enables parents/carers to understand what their child is learning.</li> <li>• Parents/carers are encouraged to contribute to EYFS learning journeys throughout the year.</li> </ul>		
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### 3. The curriculum

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>• The curriculum is designed to ensure the inclusion of all pupils.</li> <li>• The curriculum is delivered through a rolling programme to ensure coverage in mixed-age classes.</li> <li>• All pupils, regardless of their ability and/or additional needs have full access to the curriculum.</li> <li>• The curriculum is delivered through themes that are often developed with the pupils to enhance their interest in learning opportunities, e.g. pupil projects.</li> <li>• Emphasis on talk for writing/storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear intervention sessions are planned and delivered based on the specific needs of children in the class using programmes such as Counting to Calculating.</li> <li>• The progress of pupils taking part in intervention groups is measured on a regular basis.</li> <li>• Intervention programmes are adapted in light of pupil progress every half term.</li> <li>• Speech and language support delivered by a specialist teaching assistant.</li> <li>• Additional daily reading.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 RWI intervention.</li> <li>• 1:1 Early Years Funfit programme</li> <li>• Personalised curriculum</li> <li>• 1.1 tuition</li> <li>• Verbal feedback between parents and school at the start and end of each day.</li> <li>• 1:1 Speech and language support</li> <li>• Educational Psychologist</li> <li>• Dyslexia service</li> </ul>

	<ul style="list-style-type: none"> <li>• Gifted and Talented opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapist.</li> <li>• Teacher for the deaf.</li> </ul>
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#### 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> 
<ul style="list-style-type: none"> <li>• The whole school plans teaching and learning provision based on individual children's needs.</li> <li>• Lessons are carefully differentiated to ensure all children make appropriate progress at their level.</li> <li>• Teaching and learning is planned to meet the needs of the different learning styles of the children.</li> <li>• The whole school used a 'dyslexia friendly' approach to teaching and learning thereby meeting the needs of</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</li> <li>• HLTAs support the teacher in leading identified groups, to ensure all pupils make progress.</li> <li>• Individuals targeted questioning</li> <li>• Time and support given before responses are required.</li> <li>• Special test arrangements for Year 6 SATs (readers, scribes etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided enabling independent learning.</li> <li>• One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literary difficulties/dyslexia etc.</li> <li>• Home/School communication book used</li> <li>• Coloured over lays</li> </ul>

all children.

- Differentiated learning questions are displayed and discussed with the children for each lesson.
- Children know how to meet their learning question by following clear, differentiated success criteria.
- Pupils' work is marked regularly so they know how to improve their work. A dialogue between teacher and pupil is evident in marking.
- All pupils have differentiated targets for literacy and maths.
- High expectations are explicit throughout the school.
- Literacy and Numeracy are supported by pupil friendly learning walls.
- A variety of technology is available to support teaching and learning.
- All classes well supported by teaching assistants for both academic and

<p>emotional needs.</p> <ul style="list-style-type: none"> <li>Teaching assistants model and explain effectively to enhance the children's learning.</li> <li>Opportunities for pupil conferencing, self-assessment and peer assessment, linked to targets and next steps.</li> </ul>		
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### 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> 
<ul style="list-style-type: none"> <li>Children are taught to be independent in their learning.</li> <li>Children are encouraged to think for themselves when they find their learning activities challenging.</li> <li>A range of resources are available and clearly labelled for children to learn to select as appropriate in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</li> </ul>	<ul style="list-style-type: none"> <li>Spot timers to support individuals with transition times.</li> <li>Social stories to support children with transition between classes.</li> <li>Boundary spots to support individuals with health and safety.</li> <li>Individual visual timetables.</li> <li>Now and next boards.</li> <li>Feelings charts to help children</li> </ul>

<ul style="list-style-type: none"><li>• Numeracy chests, literacy chests and level appropriate challenge tasks are available in each classroom to encourage self-help skills.</li><li>• Technology is available to aid independence.</li><li>• All classrooms have a visual timetable displayed at the front of the classroom.</li><li>• KS2 pupils are provided with roles of responsibility, e.g. running Fairtrade Tuck Shop.</li></ul>		understand emotions.
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## 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> 
<ul style="list-style-type: none"> <li>• PHSE lessons include all students and are taught through a range of formats, including Circle Time and critical thinking sessions.</li> <li>• Playground Leaders and Breaktime Buddies are trained to support fellow pupils.</li> <li>• Risk assessments are carried out regularly.</li> <li>• Healthy Schools+ Status</li> <li>• A wide variety of extra-curricular clubs.</li> <li>• Daily Wake and Shake session.</li> <li>• Displays around the school to celebrate children's achievements.</li> <li>• Weekly paired reading sessions for Y5 and 6 with Pre-School and Reception pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship bench to promote self-help for pupils who want peer support.</li> <li>• Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</li> <li>• Visual Cues/individualised emotional support</li> <li>• Individual behaviour plans.</li> <li>• Individual health care plans.</li> <li>• Additional support can be requested through: <ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Educational Psychologist</li> <li>• Social Care</li> <li>• Family Support Services</li> <li>• Bereavement Services (as required)</li> <li>• Behaviour Support Services (as required)</li> <li>• ASD Team</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Daily whole-school assemblies to promote good behaviour and reward achievement.</li> <li>• Individual class reward systems to promote good behaviour and attitudes to learning.</li> </ul>		
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## 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 
<ul style="list-style-type: none"> <li>• All pupils have opportunities for social interaction, regardless of need.</li> <li>• All pupils are invited on trips/have regular visitors, at least termly.</li> <li>• All children have opportunity to attend whole school events, e.g. 'school fairs, discos'.</li> <li>• Sports fixtures and festivals attended by all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• School Council peer mentor other school councils for PADL Award.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific speech and language support.</li> </ul>

## 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 
<ul style="list-style-type: none"> <li>• All areas of the school are accessible to Everyone, including those students with SEND.</li> <li>• Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</li> <li>• There is a named child protection officer.</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment</li> <li>• Class reward system on display in classrooms to celebrate good behaviour/achievements.</li> <li>• Children have access to whiteboards, digital cameras and iPads.</li> <li>• Displays in the classroom assist learning and encourage interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Some toilets and sinks adapted by height.</li> <li>• Different sized chairs/tables available.</li> <li>• There are named adults who are Team Teach trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled shower and toilet facility.</li> <li>• iPads adapted for specific needs.</li> <li>• Specialised resources for individual pupils, e.g. cutlery</li> </ul>

## 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> 
<ul style="list-style-type: none"> <li>• Meetings are held between the present and the next class teacher.</li> <li>• Pupil Progress meetings held to identify specific areas of need.</li> <li>• Transition mornings with new class.</li> <li>• Good liaison with secondary schools</li> <li>• Secondary taster days</li> <li>• Home/school visits for pre-school/reception children.</li> <li>• Transition programme for new reception children.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual cues/photographs/individual internal visits to promote positive transition.</li> <li>• Pupils identified as possibly struggling with transition have many additional visits in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced transition to Secondary School is arranged by the school to ensure a smooth transition.</li> <li>• The discussion about transition to secondary school is begun early through the TAC and Annual Review process.</li> </ul>

## 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, however there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
Speech and language therapist	The speech and language therapist works alongside our school to support children with any speech and language needs.	Via the school or GP
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Via school or GP Further information: <a href="http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp">http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp</a>
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	
Teacher of the Deaf	Support pupils with hearing impairment.	Via school or GP
Communication		Via school or GP
Occupational Health	Support pupils in developing a suitable physical environment	Via school or GP

### Any questions:

If you have any questions about our school offer, please don't hesitate to contact us on 01566 782262 or email us at:

[secretary@lewannick.cornwall.sch.uk](mailto:secretary@lewannick.cornwall.sch.uk).

## **1. Pupil progress**

Any child with Special Educational needs has an Individual Education Plan (IEP) which has clear and specific targets to support the child based on their area of need. These targets are reviewed once a term in a meeting with the teacher, the child and parents. Pupil and parent views are integral in setting new targets and the IEP is created taking into account everyone's views. Children work on towards their IEP targets in their classroom as they form the basis of their target ladder for either literacy or numeracy.

Data is collected half termly by the teacher and the progress of SEN children is closely tracked and monitored by the SENco. Children who appear not to be making the correct amount of progress are quickly identified and interventions are put in place. The impact of these interventions are also tracked to ensure pupils are making good or accelerated progress.

## **2. How we know how good our SEN provision is**

At the beginning of the year the SENco completes a SEN self-evaluation form to evaluate the current SEN provision in the school. This then gives a good indication of how the school is currently meeting the needs of SEN pupils.

The SENco monitors the SEN provision by completing a range of monitoring activities such as SEN learning walks, pupil questionnaires, work scrutiny (which includes SEN children's work) monitoring any 1:1 planning and monitoring the learning environment around the school to ensure it is fully inclusive for all children. The IEP writing process is also reviewed each term to see whether children are making progress to their targets and the percentage of parents who are involved in the process.

## **3. If you wish to complain**

### **General Principles:**

- This procedure is intended to allow you to raise a concern or complaint relating to the SEN provision in our school.
- An anonymous concern or complaint will not be investigated under this procedure, unless there are exceptional circumstances.
- To enable a proper investigation, concerns or complaints should be brought to the attention of the school as soon as possible. In general, any matter raised more than 3 months after the event, being complained of, will not be considered.

### **1) Informal Stage**

It is normally appropriate to communicate directly with the SENco. This may be by letter, by telephone or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most complaints will be resolved by this informal stage.

In the case of serious concerns it may be appropriate to address them directly to the Headteacher

## **2) Formal Stage**

If your concern or complaint is not resolved at the informal stage you may choose to put the complaint in writing and pass it to the Headteacher, who will be responsible for ensuring that it is investigated appropriately. If the complaint is about the Headteacher, your complaint should be passed to the Clerk to the governing body, for the attention of the Chair of the governing body. A Complaint form is found on the school website to assist you.

You should include details which might assist the investigation, such as names of potential witnesses, dates and times of events, and copies of relevant documents. It is very important that you include a clear statement of the actions that you would like the school to take to resolve your concern. Without this, it is much more difficult to proceed. Please pass the completed form, in a sealed envelope to the school office.

The Headteacher (or Chair) may invite you to a meeting to clarify your concerns and to explore the possibility of an informal resolution. If you accept that invitation, you may be accompanied by a friend, if you wish, to assist you in explaining the nature of your concerns.

It is possible that your complaint will be resolved through a meeting with the Headteacher (or Chair). If not, arrangements will be made for the matter to be fully investigated, using the appropriate procedure. In any case you should learn in writing, usually within 5 days of the school receiving your formal complaint, of how the school intends to proceed. This notification should include an indication of the anticipated timescale.

Any investigation will begin as soon as possible and when it has been concluded, you will be informed in writing of its conclusion.

If you are not satisfied with the manner in which the process has been followed, you may request that the governing body reviews the process followed by the school, in handling the complaint. Any such request must be made in writing to the clerk to the governing body, within 10 school days of receiving notice of the outcome, and include a statement specifying any perceived failures to follow the procedure.

**Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:**

**<http://cornwall.childrensservicedirectory.org.uk>**

## **Answers to Frequently asked Questions**

1 How do people in school know if a pupil needs extra help?

The school regularly assesses children and discuss whether a child would benefit from extra help. Through the use of differentiated learning objectives, teachers closely monitor the progress of all children and concerns are then raised if a child is not making expected progress.

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

If you have any concerns about the progress of your child, you are encouraged to firstly speak to the class teacher and then make an appointment with the SENco (Hannah Johnston) to discuss your concerns.

3. How is the curriculum matched to my child's needs?

Teachers plan differentiated lessons which cater for the needs of all children in the class. The class teacher takes into account the level of all the children in the class and then makes sure each lesson has level appropriate learning objectives for all children.

4. How do school staff support families?

All staff in the school make sure they are available before and after school to discuss any worries or concerns parents may have. The SENco is also available to chat if any extra special needs information is needed. The school also offers a Family Support Worker who works closely alongside families and the SENco to support when needed.

5. How will I, and my child, know how well they are doing?

Any child on the special needs register will have an IEP in place which is reviewed once a term. Parents and carers are invited along to this meeting to review the progress towards their old IEP targets and set new targets for that term. Parents are also invited to parent consultations once a term to discuss their child's progress.