

## Leedstown CP School SEND Information Report

### Including Our 'School Offer' for Special Educational Needs and Disability (SEND)

reviewed September 2023 reviewed annually

Our local school offer details the provision that we provide within the school and the services that we access in order to do our very best to meet the needs of all children within the school, including those with additional needs and disabilities.

Some children find certain aspects of their learning difficult. Our Special Educational Needs policy is designed to support these children enabling them to overcome these hurdles and achieve the highest standards. We welcome all children to our school and will make every effort to adapt teaching and learning to support a child's educational development. We have a skilled and dedicated staff who treat everyone as an individual and celebrate all achievements. All classes are fully inclusive. Support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at our academy children may receive varying levels of support according to their changing needs and circumstances. The information below is a guide to the 'typical' levels of provision. The levels of support and provision will vary across time for individual children in response to their individual needs.

Current needs being met include:

- Dyslexia
- Autistic Spectrum Disorder
- Social and communication difficulties
- Speech and language disorders
- Sensory Processing Difficulties
- Social and emotional difficulties
- Physical and medical needs

All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils.




Staff and governors are given relevant and appropriate training, according to their needs, the needs of the children and the needs of the school.

The contact details of the Special Educational Needs and Disabilities Co-ordinator (SENDCo) are:




Mrs Jade Wheeler 01736 850242

### Examples of 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> 
<p>The views and opinions of all students are valued. The student voice is heard</p> <ul style="list-style-type: none"> <li>• Through the school council</li> <li>• Questionnaires</li> <li>• Pupil conferencing</li> </ul> <p>As well as when speaking to their teacher and other key members of staff including governors during subject monitoring.</p>	<p>As well as the universal offer when students with SEND are included students with SEND are questioned about their views on the provision in school for themselves and their views are taken into account.</p> <p>Targets recorded in IPMs are discussed with the pupil and they review their targets termly (when appropriate).</p>	<p>Pupils attend review meetings (when appropriate).</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 aims to work in partnership with all parents and carers. This is made possible by:</p> <ul style="list-style-type: none"> <li>• All parents/carers are invited to attend parent's evenings.</li> <li>• Parents/carers know who to contact if they have a concern.</li> <li>• An open dialogue is encouraged between teachers/TAs and parents, usually face to-face sometimes by phone or email.</li> <li>• The school website and Class Dojo provide up-to-date information about the school experience. School information is sent home weekly in the newsletter.</li> <li>• Annual reports are sent home in the Spring term.</li> </ul>	<p>Parents are invited to attend information sessions supporting their child/ren at home. For example - curriculum information and RWI sessions.</p> <p>Parents are informed if their child seems to have a barrier to their learning and as a result is receiving additional support.</p> <p>All parents of SEND pupils are invited to termly reviews of their child's individual education plan. Parents are able to contact the SENDCo - Mrs Wheeler - to discuss concerns and/or arrange a meeting.</p>	<p>Parents are expected to attend, and be actively involved in, all review meetings.</p> <p>There is always as much notice of these meetings as possible.</p> <p>Parent's views are sought both prior to and during these meetings either in a written or verbal form with support from staff when requested.</p> <p>Parents are encouraged to use support from other parent support services eg. SENDiass and Parent Partnership.</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>All pupils, irrespective of their ability and/or additional needs, have full access to the curriculum. This curriculum is broad and balanced and designed to allow the inclusion of all students and to excite and enthuse our pupils. School trips take place for all children to enhance the curriculum. There are opportunities for residential experience during Year 5/6.</p>	<p>The curriculum is differentiated to meet the needs of all learners. Where children are identified as needing extra support by their teachers then additional interventions will be put into place. Groups of children may be given extra group support by a teacher or teaching assistant for a limited time. This intervention will be monitored and evaluated regularly partially through the individual education plans.</p>	<p>Teachers plan specifically to meet pupil's SEND and ensure the objectives set out in their individual plans are addressed. This is monitored through drop ins, book scrutinies, staff meetings and IPM meetings. All children are encouraged to take part in all elements of the curriculum. The necessary support is provided in discussion with the child and parents.</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>The EYFS responds to children's needs, interests and individual targets. Learning is individualised where appropriate. Children in the early years have a key worker to help support their learning and development. Thoughtful planning ensures subjects are taught in a clear way with regular repetition and opportunities to practise learning. Different learning styles (auditory, visual, tactile and kinaesthetic) are represented in planning. Activities are planned to match individual learning styles. Adaptive teaching is used to meet all levels of learning. Pupils will sometimes be grouped according to ability, at other times groups will be mixed ability.</p>	<p>Class teachers and TAs share information about pupils to ensure that needs can be met in the class room. Class teachers discuss lesson plans with TAs before the start of lessons.</p> <ul style="list-style-type: none"> <li>□ TAs take mental notes about pupil achievements to feedback to the teacher.</li> </ul> <p>Class teachers/TAs work with small groups to:</p> <ol style="list-style-type: none"> <li>1. Ensure understanding</li> <li>2. Accelerate progress</li> <li>3. Keep pupils on task</li> <li>4. Foster confidence and self-esteem.</li> </ol> <p>Independent pupil learning is supported by:</p> <ol style="list-style-type: none"> <li>1. IPADS</li> </ol>	<p>Pupils are provided with personalised and highly differentiated teaching and learning experiences that are continuously monitored and adapted. One-to-one support for children Where necessary and appropriate. However, support is provided for the pupil's most vulnerable times but opportunities are also provided to encourage independence. Where there is no EHC Plan, pupils are supported 1:1 where possible and in small groups at other times. They will also be encouraged to work as part of the whole class as often as possible, with specific resources/methods of recording/visual aids to enable access. Advice is sought from external</p>

<p>Lesson objectives are displayed. Pupil's work is marked and next steps given where appropriate. Teacher's use verbal feedback regularly to give children instant feedback which can be responded to in the moment. Key vocabulary is displayed in classrooms. Topic related vocabulary is displayed as appropriate. A range of resources is easily accessible in each classroom. Ideas/information is recorded in different ways.</p>	<p>2. Learning walls 3. Word banks 4. Easy access to maths resources Special access arrangements are put into place for SATs at end of Y6. Pre teaching of specific vocabulary, concepts or methods. RWI catch up sessions take place 4 afternoons a week for those children identified.</p>	<p>professionals where appropriate. All interventions/targets/strategies recommended by external professionals are used and monitored. A brief over view of the needs of all SEND pupils in each class is available for supply teachers. Individuals or small groups are supported through the following programmes:</p> <ol style="list-style-type: none"> <li>1. NHS Mental Health Service</li> <li>2. Speech and Language intervention (Mable)</li> <li>3. Catch up RWI</li> <li>5. Language Link</li> </ol>
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## 5. Self-help skills and independence




<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Teaching staff work with pupils to 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.</p> <p>Resources are easily accessible in classrooms including provision of Working Walls and displays.</p> <p>Self assessment of learning is encouraged.</p>	<p>Instructions are repeated or supported through visual prompts.</p> <p>Part of the teacher and TA's role is to facilitate independence.</p> <p>Independent skills may be targeted on an IPM.</p>	<p>Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed.</p> <p>Teaching staff have a good understanding of what the pupil is /should be able to achieve so that there is a high expectation of the child's ability to attempt and complete learning tasks and daily skills on their own.</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>Positive learning behaviour is promoted throughout the school. PSHE lessons include all students and is taught through the Jigsaw programme. Sex and Relationships Education is provided for all students at appropriate levels. A variety of clubs address the health and well being agenda including a variety of sports clubs. Children are encouraged to drink water only in classrooms and healthy snack at playtime - fruit is provided for all children in foundation stage and in Key Stage 1. The school actively promotes the behaviour and anti bullying policies. Risk assessments are made for all trips and for day-to-day school events. A policy for the administration of medication is in place.</p>	<p>All children with asthma have a care plan and where medication is necessary even if only for a short time the school facilitates this with trained staff. An intimate care policy is in place to support children, parents and staff. Staff are aware of and attuned to children who need additional support to be mentally 'well' at school. Some staff members have had basic TIS training and IPMs may target this.</p>	<p>Pupils with specific medical conditions have individual health care plans. The staff supporting these children are trained regularly by the appropriate health professionals. Additional support can be requested from The Early Help Hub. Referrals can be made through school to Child and Adolescent Mental Health Service (CAMHS.) for children who are experiencing more serious emotional difficulties where other interventions haven't been successful.</p>



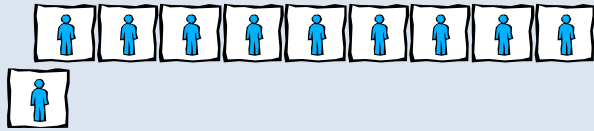
## 7. Social interaction opportunities

<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 pupils have opportunities to interact socially with the whole primary age range regardless of age, ability or additional need. All pupils regularly take part in trips/activities in the wider community including village shows and school trips. Lunchtime supervisors encourage children to take part in games and activities they instigate. Whole school assemblies encourage recognising and celebration of achievements by the whole school community. Parents are invited to special assemblies and shows.</p>	<p>Social groupings and pairings within classes are organised to support individuals. Support for individuals or groups that are struggling to interact appropriately is available from trained staff.</p>	<p>Children on the RON have priority over their first choice of after school clubs.</p>

## 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



<p>All areas of the school are accessible to everyone including those staff and pupils with SEND eg ramps and lifts. However, security to protect our pupils and staff is a priority with restricted entry to the buildings.</p> <p>Evidence from the pupils themselves show they feel safe and are happy in an environment where bullying is minimal and dealt with effectively. Staff focus on rewarding good behaviour to promote a positive learning environment. The whole school reward systems include class treats and end of term whole school treats.</p> <p>All staff understand and use the school's behaviour policy.</p> <p>All staff are regularly trained in aspects of safeguarding and understand their responsibilities in keeping children safe.</p> <p>There is a named Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead on the school staff.</p> <p>The displays around the school are colourful, informative, sometimes interactive and support learning.</p> <p>Fire exits are clear. Fire drills take place regularly. Children and adults know what is expected of them in this emergency.</p>	<p>A disabled bathroom is available.</p> <p>Risk assessments are carried out and understood for groups and individuals when needed.</p>	<p>Quiet spaces are available to children to reduce sensory over load.</p> <p>There is an understanding of the effects of loud noises and quick changes in routine may have on a small number of pupils, so they are a priority to support if this occurs. Daily visual timetables help prepare children for any changes that may arise.</p>
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## 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>Preschool is onsite so transition is smooth and effective. The Reception Class teacher regularly visits the preschool to build early relationships. Some preschool children eat lunch in the main hall with the rest of the school.</p> <p>There are strong links with Secondary Schools including taster days, Secondary School teachers visit to teach Y6 children and lead assemblies and talks.</p> <p>Year 6 teachers share information about all pupils with secondary schools.</p> <p>All year groups plan and execute transition activities in new classes with new pupils through "Swap Over" sessions in the last few weeks of term.</p> <p>Staff meetings are set aside for planned transfer of information between teachers. Books are transferred to new classes</p>	<p>The SENDCo shares information about all Year 6 SEND pupils with the Secondary School SENDCo and head of Year 7</p> <p>All SEND paperwork is passed to the Secondary School/new school, including most recent IPMs.</p>	<p>Individual pupils with SEND usually have extra transition visits with specific functions i.e. to take photographs of key members of staff, become familiar with the school layout/timetable/organisation, to experience lunch in the canteen etc. this includes pupils from pre-school settings and Year 6 students, also any SEND children transferring in Years 1-5.</p> <p>Whenever possible the adult most likely to support this child is identified during the visits.</p> <p>The SENDCo from Secondary School or Preschool attends any relevant meetings eg TAC. Parents are also supported.</p>

**Some of the services and organisations that we work with regularly (We will access other services if we feel they may be able to provide more appropriate support):**

Service/organisation	What they do in brief	Contact details
<b>Speech and Language Therapist (SALT)</b>	1:1 assessment. The child will then be assessed and if needed targets given. These targets may need to be worked on at home as well as in school.	Referral through health visitors/ school nurse/GP or SENDCo Also available for school based SALT Sam Edmonds referral through SENDCo
<b>Educational Psychology</b>	Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and/or 1:1 work with a pupil. Followed by a meeting with teachers and parents	Referral through SENDCo
<b>School Nurse</b>	Advice given to parents and school based on individual medical cases also support for sleep problems and wetting	Referral through the Early Help Hub supported by school SENCO 01872 322277 earlyhelphub@cornwall.gov.uk
<b>Family Support</b>	Work with families based on any child care concerns e.g. sleeping, eating, behaviour, routines etc.	Referral through the Early Help Hub supported by school SENCO 01872 322277 earlyhelphub@cornwall.gov.uk
<b>CAMHS</b>	1:1 mental health assessments: Autistic Spectrum Disorders, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs the diagnosis.	Referral through the Early Help Hub supported by school SENCO 01872 322277 earlyhelphub@cornwall.gov.uk

<b>Hearing/Visual Support Service</b>	1:1 assessments. Guidance given based on teaching programme and resources.	Referral through health visitors/ school nurse/GP or SENDCo to Sensory Support Service Sedgemoor Centre, Priory Road, St Austell PL25 5AB 01872323453 Hearing Support Team:
<b>Autism Support Team</b>	Work with specific individuals with ASD diagnosis: advice given to teachers, teaching assistants and parents.	Referral only possible if a child has a diagnosis, through SENDCo

### Answers to Frequently asked Questions

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

If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo - Mrs Jade Wheeler. Children are assessed at regular intervals during the school year - if a class teacher has concerns about the attainment/progress of a child (academically, emotionally or socially) then they will speak to the SENDCo and action will be decided from there. You and your child will be involved in this process.

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

If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo - Mrs Jade Wheeler.

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

Your child's class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home. It is also important that parents and carers read regularly with their child and communicate with the school if there are changes in circumstance that may affect your child.

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

The curriculum will be differentiated to meet the needs of all learners. This may be by children having different work to do, having a different expected outcome, extra resources or extra adult help in class.

4. How will school staff support my child?

If your child has special needs this will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow children to work independently.

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

Targets for all SEND children are sent home three times a year in an Individual Provision Map (IPM), you will receive a school report in the Spring Term and there are parents' evenings and opportunities to meet the teachers during the year. You are also welcome to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

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

All staff in school work hard to ensure that your child is safe and happy in school. For children who are experiencing emotional difficulties it may be that they can work with our trained support staff. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact her yourself or speak to Mrs Robins about your concerns and she can make a referral for you if necessary.

7. How do I know that my child is safe in school? Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. We have a number of members of staff who are trained in first aid and taking care of children with a range of medical conditions. Safeguarding your child is everyone's responsibility and staff are all trained to do this in an effective and rigorous way

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

As a fully inclusive school, all children participate in whole school, curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children and across time, but we differentiate the activities and expectations to enable all children to take part. The exception to this would be if a child's behaviour is a risk to themselves or others.

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

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

10. What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

Parents who believe their child's needs are not being met within school are asked to meet with the SENDCo to talk through their concerns in the first instance. Where concerns persist parents are asked to make an appointment with the Headteacher, Mrs Rachel Murray. The Chair of Governors may be contacted if a parent feels this is necessary.

11. How is our local offer reviewed?

Our local offer will be reviewed by *Governors* on an annual basis. The *governors* and *Head teacher* will also review progress through regular monitoring, reports to *governors* by the *SENDCo* and other *Senior Leaders* as well as through the performance management of key staff.