



Bishop Cornish CEVA Primary School Our 'School Offer' for Special Educational Needs and Disability (SEND)

To Inspire Through Faith and Love, That All May Flourish.

As a school community we are committed to equality and diversity of opportunity for all and strive to ensure that every child is treated as a unique individual, made in the image of God, and is supported to achieve his or her highest potential.

Ours aims are:

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, emotional, communication or cognitive development.
- To ensure that all children are given as much support as possible to allow every child to access the National Curriculum and Foundation Stage Curriculum in a positive framework.
- To have an exceptional range of opportunities available both during the school day and beyond, as well as both in and out of school.
- To involve parents, pupils and others in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

Our school encourages parents/carers to discuss any problems or concerns directly with our teaching staff, who are continually monitoring and assessing every child's progress, academically, socially, emotionally and physically. Any pupils causing concern, either because they are failing to make expected progress or because there have been behavioural changes, are investigated and supported in consultation with parents/carers. Any safeguarding concerns are dealt with according to Safeguarding legislation. Pupil progress is monitored through a detailed tracking system which enables teachers to identify gaps in pupils' learning and put appropriate support in place through intervention programmes

All teachers have adopted the Graduated Approach cycle of Assess, Plan, Do, Review cycle as identified in the Special Educational Needs and Disability Code of Practice (July 2014). Our aim is to meet the needs of all pupils through high quality, precision teaching, where planning is differentiated and teaching methods use a range of pedagogies. Each class teacher has 'focus' pupils who receive additional monitoring and support.

If a child is not making expected progress the class teacher will consult with the SENDCo to review additional strategies and teaching approaches. If the outcome of a review supports the need for a SEN Support Plan, parents/carers will be consulted and involved in the development of the plan. The first stage would be for a child to be put On Alert, where progress is monitored closely. If expected progress is still not being made the child will be put on the register of need and an Individual Support Plan will be given.

Provision Maps are used to reflect areas of additional support and may consist of one-to-one teaching assistant support (either in class or in a withdrawal space), small group interventions, specialist resources and activities, and working with outside agencies.

In some cases, parents/carers can request a statutory assessment which may result in the Local Authority issuing an Education, Health and Care Plan (EHCP). All relevant professionals are required to submit a professional report and attend review meetings. EHCPs are reviewed annually for KS1 and KS2 pupils and every 6 months for Foundation Stage pupils. The EHCP will set objectives for the pupil and identify additional support and specialist activities.

Pupils requiring SEND support are those who need provision that is different from, and additional to, their peers. SEND provision for pupils is reviewed termly. Teaching staff meet termly with the SENDCo in order to review progress and targets.

The 'Assess, Plan, Do, Review' cycle has been developed in the following way:

Assess. This involves a review of the pupil's needs based on:

1. The pupil's previous progress and attainment and current attainment.
2. Teacher assessment and observation.
3. The views of parents/carers and the pupil.
4. Comparison to their peers and national data.
5. Assessments by external services if appropriate.

Plan. Following the assessment/review and in consultation with parents/carers a plan of action will be agreed.

1. The plan will be time limited with specific outcomes for the pupil.
2. Support and interventions will be put in place with adjustments made as appropriate.
3. A termly date for review will be included.

Do. All involved in teaching and supporting pupils with a SEND Support Plan (including supply staff) will be made aware of the plan, with teachers responsible for:

1. The delivery of ‘additional and different’ provision for a pupil with SEND.
2. Planning, ensuring appropriate support, and measuring impact of support, particularly for one-to-one interventions delivered by support staff.
3. Ensuring a personalised and differentiated curriculum.
4. Ensuring interventions are directly linked to classroom teaching

The SENDCo will support teachers in the implementation of the SEND Support Plan and EHC Plans. Termly meetings are held by teachers with the SEND Governor.

Review. A review date will be included in all SEND Plans and will include a measure of the quality, effectiveness and impact of the SEND support. This review will always be shared and in consultation with parents/carers. The cycle will then resume by reassessing the needs of pupils and a continuation of, or change to, the support SEND plan.

The effectiveness of provision is also monitored by the Senior Leadership Team.

Name of the Special Educational Needs and Disabilities Co-ordinator (SENDCo): Mrs Emma Nile

Designated Teacher for Children in Care (CiC): Mrs Emma Nile

Name of SEND Governor – Alice Ashburn

Bishop Cornish Primary School - Universal Provision for All Pupils				
	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
Wave 1- Quality First	• Differentiated curriculum – planning,	• Structured class routines • Increased visual aids	• Emphasise positives in front of others to	Visual

Teaching	learning, resources, scaffolding etc. • Pre-teaching of subject vocab • Text presented clearly – bullet points, clear font, headings • Pupils encouraged to explain what they have to do - check understanding • Links to prior learning explicitly made /retrieval practice integrated into lessons • Key learning points reviewed throughout lesson • Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders • Provide a range of writing frames • Word mats designed for specific subjects/lessons	• Visual timetables displayed clearly • Use of sign language/basic Makaton • Consistent use of Widget for signs, across the school • Use of key words/vocabulary emphasised when speaking • Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play • Instructions in manageable chunks • Checklists and task lists • Delivery slowed down with time given for processing • Prompt cards used to support understanding • Talking partners used	develop children's self-confidence • Give pupils classroom responsibilities • Refer regularly to school/classroom rules • Calming music • Team around the child approach • Use of ear defenders to support focus • Breaks between tasks • Moving around/sensory breaks • Interactive strategies eg. Whiteboards to hold up answers • Clear behaviour expectations modelled by staff • Quiet zone or sensory space • Visual timer/stop watch • 'Fiddle' toys	• Neutral coloured backing paper for displays • Coloured overlays/ different coloured paper • Consider lighting – natural and artificial • Eliminate inessential copying from the board • Where copying is required, ensure appropriate print size, photocopy is available, iPad to take photo or use full page magnifier to enlarge • Read aloud as you write on the board • Avoid standing in front of windows – your face becomes difficult to see • Use Ipad/Chromebook for reading if text is too small in physical book
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	• Knowledge organisers • Opportunities to work with a scribe or use ICT when necessary • Use of ICT/apps to reinforce what has been taught • Use of ICT/apps/voice recorders as solution to difficulties e.g. dictation, typing • Coloured overlays, coloured paper for worksheets & pastel coloured background on SMART board • Extra time to complete tasks • Learning ladders/task boards to break down steps • Next steps display in classroom • Partner work	• Classroom seating plan considered so children can see teacher and visual prompts • Access to a quiet work station • 'Word walls'/displays to develop understanding of new vocab • Eye contact as necessary for the child	• Concrete resources easily at hand to support • Give a 'set time' for written work • Personalise teaching to reflect pupils' interests • Transition from whole class work to independent is taught and actively managed • Reward system for all pupils • Learning ladders/task boards to break down steps • Meet and greet at key transition points e.g. start of day, lunchtime etc. • Access to THRIVE/TIS • Designated Mental Health Lead	• Consider seating – sat at the front closer to board/resources Hearing • Careful seating – closest to the teacher • Ensure Sound Field System is working/ Rogers. • All classrooms are carpeted • Keep background noise to a minimum • Slow down speech rate • Allow more thinking time • Repeat contributions from other children – their voices may be softer and speech more unclear • Check that oral instructions have been understood
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	• Tactile resources e.g. counters for sentence building		available to all children.	• Face the pupil when speaking & keep hands away from mouth Co-ordination • Sat at table where there is sufficient space • LH & RH pupils not next to each other with adjacent hands • Desks at elbow height • Sloping desk stand if appropriate • Seated with minimal distractions. • Encourage oral presentations or use of ICT as an alternative to written work where appropriate. • Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. • Range of pencil grips.
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Bishop Cornish Primary School - Enhanced Provision For Some Individuals				
	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
Wave 1- Quality First Teaching	• Teaching Assistant support allocated to each class. • In class Maths and English booster programmes. • Availability of additional / differentiated resources to support learning, such as Literacy Gold • Now & Next boards • Additional support groups – Dough Gym, Fun Fit, Reading Support.. • Access and advice from agency	• Teaching Assistant support allocated to each class. • In class Maths and English booster programmes. • Availability of additional / differentiated resources to support learning, such as Literacy Gold. • Additional support groups – Dough Gym, Fun Fit, Reading Support. • Access and advice from agency	• Teaching Assistant support allocated to each class. • In class Maths and English booster programmes. • Availability of additional / differentiated resources to support learning, such as Literacy Gold. • Additional support groups – Dough Gym, Fun Fit, Reading Support. • Lunchtime Nurture group with adult. • Access and advice	• Teaching Assistant support allocated to each class. • In class Maths and English booster programmes. • Availability of additional / differentiated resources to support learning. • Additional support groups – Dough Gym, Fun Fit, Reading Support. • Access and advice from agency support services via referral with parental consent

	support services via referral with parental consent e.g Cognition and Learning Team, Dyslexia Service and Educational Psychologist. • Regular meetings with parents, teachers and SENCO to review provision • Neurodevelopmental Profiling Tool.	support services via referral with parental consent e.g Speech and Language Therapy, Communication Support Team & Educational Psychologist. • Regular meetings with parents, teachers and SENCO to review provision. • Neurodevelopmental Profiling Tool.	from agency support services via referral with parental consent e.g Family Worker, CAMHS, SPACE training/course and Educational Psychologist, Mental Health Practitioner. • Regular meetings with parents, teachers and SENCO to review provision. • Neurodevelopmental Profiling Tool.	e.g Occupational Therapist, Physical and Medical Needs Team, School Nurse and Educational Psychologist. • Regular meetings with parents, teachers and SENCO to review provision. • Neurodevelopmental Profiling Tool.
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Bishop Cornish Primary School -Personalised/Specialist Provision for Individuals				
	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
Wave 1- Quality First	• One to one support provided for	• Speech and language therapy provided by school staff	• Additional support provided at lunch and playtimes to provide	• Access to health professionals e.g Occupational

Teaching	individuals with specific needs. • Regular meetings with parents, teacher, external agencies and SENCO. • Bespoke timetable. • Bespoke Curriculum. • Annual review meetings for all pupils with Education and Health Care Plans. • Enhanced transitions and handover time.	in conjunction with speech and language therapist, according to pupil need. • Speech and language therapy provided by speech and language therapist/AAC Team. • Access to a range of health/education professionals • Additional planning and arrangements for transition. • Training by specialists to staff as needed. • Use of communication boards/books/devices.	support as identified according to pupil need. • Access to specialist services via Early Help Hub Referral/Cornwall Local Offer/Mental Health Team. • Team Around the Child (TAC) meetings in place to support individuals. • Supported by school based TIS Practitioner • Supported by Education Mental Health Practitioner(external) • Support from Autism Champion (internal). • Weighted blankets	Therapy, School nurse, Epilepsy Team, Diabetic Nurse, Teacher of the Deaf. • Specialist PE provision targeting individual's motor skill needs. • Care plans established in partnership with parents, teachers, SENCO and health care professionals. • Individual protocol for pupils with significant needs and allergies. • Sensory diet plans
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