



Bishop Cornish CEVA Primary School



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

At Bishop Cornish CEVA Primary School our ethos is reflected in the statement **'Esteem and Educate Every Child.'**

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 SENDPlans 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 – Mrs Teresa Lindeyer




1. Listening to and responding to children

<p>Whole school approaches. The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>Children vote for team captains and school councillors.</p> <p>Class representatives serve on School’s Council and attend Governors’ Meetings.</p> <p>Pupil voice is an important part of our school and helps shape decisions regarding learning, the environment, events and activities.</p> <p>Pupil conferencing by the Senior Leadership Team and Governors is used to gather pupils’ views on school provision.</p> <p>Children attend some parent consultations to discuss progress.</p> <p>Group and individual pupil conferencing is used to review progress.</p>	<p>Programmes/clubs for communication.</p> <p>Nurture clubs.</p> <p>Afterschool activities (targeted).</p> <p>Prayer/concern cards.</p>	<p>Child’s input on SEND Plans, Team around the Child (TAC), Early Support Meetings, EHCH reviews, and Personal Education Plan (PEP) meetings.</p> <p>SEND Support Plans (IEPs) are written for all pupils with SEND needs and are reviewed regularly.</p> <p>We endeavour to take into account the views of individual children and adults.</p>




2. Partnership with parents and carers

<p>Whole school approaches. The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>The parents/carers of all children are invited to attend parent/carer evenings every term.</p> <p>Parents/carers are invited to transition meetings for next phase.</p> <p>Reports are sent out annually.</p> <p>The SENDCo is available to meet with parents.</p> <p>Parents/carers are contacted using the text messaging/emailing service.</p> <p>Class Dojo is used in each class.</p> <p>Tapestry is used in Reception and Year 1 .</p> <p>Learning Journeys (in Reception class) are shared termly.</p> <p>Visits to pre-school settings take place in preparation for entry to reception.</p> <p>Parents/carers know who to contact if they have a concern or worry. An Open Door policy exists in school.</p> <p>Weekly newsletters are provided.</p> <p>The school website is updated regularly.</p> <p>Parents/carers are invited to key events throughout the year e.g. Harvest, Christmas</p>	<p>Translator supported events when necessary for English Additional Language (EAL) parents/carers to enable them to know more about the school.</p> <p>Booster sessions for Y6 are accessed after school in the spring term.</p> <p>Parents are encouraged to contact school regarding concerns at any time.</p>	<p>Parents/carers are supported if required and are actively involved in TAC, Early Support Meeting, EHCP reviews and PEP meetings.</p> <p>Parent/carer's views are an integral part of Early Support meetings and SEND reviews.</p> <p>Advocacy, through SEND Information, Advice and Support Service (SENDIASS) is available to enable the above.</p> <p>All documentation is presented in a format that is accessible to individual parents.</p> <p>Home school liaison books are maintained if agreed by teacher and home.</p> <p>Meetings for EAL pupils and their parents/carers are supported by a translator when required.</p> <p>Parents/carers are informed of any additional interventions their child receives.</p> <p>Separate parent meetings are held to review individual plans.</p>




3. The Curriculum

<p>Whole school approaches. The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>National Curriculum – including all subject areas appropriate to the age of the child.</p> <p>The curriculum is designed to be both creative and to ensure inclusion. This means that topic based learning reflects the interests and enthusiasm of the children.</p> <p>All children have full access to the curriculum, regardless of their ability and/or additional needs.</p> <p>Additional opportunities are provided in school through the school ‘farm’, woods, music and sporting provision.</p> <p>The use of ICT is embedded throughout the school.</p>	<p>All intervention programmes are chosen and planned carefully to meet the needs of the pupils.</p> <p>Progress is carefully tracked and adapted during Intervention programmes.</p> <p>Groups of pupils may be given extra support by a Teaching Assistant (TA) or teacher.</p> <p>Small group interventions include:</p> <ul style="list-style-type: none"> • Year 6 Booster clubs • Literacy – phonics/reading, comprehension, spelling, writing and grammar, Phonological Processing. • Speech & language • Mathematics • Social skills groups (stories and games) • SEMH activities. 	<p>Children with SEND have adult support as appropriate.</p> <p>In exceptional circumstances children can be dis-applied from some subjects.</p> <p>Individual intervention includes:</p> <ul style="list-style-type: none"> 1:1 reading/Phonics (RWI) 1:1 handwriting 1:1 Targeted maths 1:1 social skills 1:1 SEMH <p>Dyslexia testing is used to tailor provision to need.</p> <p>Multi-agency advice is followed with strategies implemented as required. This includes Speech & Language Therapist, Occupational Therapist, Hearing Support Advisors and Behaviour Support Advisors.</p>




4. Teaching and Learning

<p>Whole school approaches. The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>All lessons are carefully planned to include progression and adaptation to different learning styles.</p> <p>Children are made aware of learning objective for all lessons.</p> <p>All work is valued and celebrated.</p> <p>Children's work is regularly marked and 'next steps' are shared with the children through a 'travelling target'.</p> <p>Peer tutoring and assessment is used to encourage learning motivation.</p> <p>Marking ladders are used to enable pupils to assess their learning.</p> <p>Pupils are given time to respond to teacher's marking and TA feedback.</p> <p>Classes use behaviour strategies/charts that are age appropriate and encourage positive behaviours.</p>	<p>Class teachers and TAs share information to ensure children with SEND or On Alert have targeted support and provision.</p> <p>TAs work with small groups to:</p> <ul style="list-style-type: none"> • develop understanding • foster independence • keep students on task <p>When appropriate, the class teacher will work with a small group whilst the TA supports the class.</p> <p>An Intervention TA provides targeted support for groups in literacy and maths.</p> <p>For external and internal tests children are provided additional support such as scribes, readers or additional time.</p> <p>Homework is targeted to extend learning.</p>	<p>Personalised and highly differentiated work is provided where children need to access learning.</p> <p>Dyslexic children are supported through the use of coloured overlays, tinted work books and toolkits and IT.</p> <p>Children with physical needs are supported by the use of pencil grips and specialist seating and, when appropriate, individual seating arrangements.</p> <p>Children with Autistic Spectrum Difficulties are supported with visual timetables, clear routines, now and next boards, etc.</p> <p>Children with complex and severe needs may have 1:1 TA support to access learning.</p> <p>Outside agencies are used to advise on provision where this is needed and to ensure suitable teaching approaches, physical resources and practical support are in place.</p> <p>Independent learning is supported by the use of technology, for example:</p> <ul style="list-style-type: none"> • laptops • iPads <p>spell checkers</p>




5. Self-help and independence

<p>Whole school approaches. The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>Children use 'talk partners' and 'buddies' in lessons.</p> <p>Resources are freely available which promote independence, including:</p> <ul style="list-style-type: none"> • Word mats • Letter formation mats • Dictionaries • Working walls • Highlighters • High frequency word mats • Number lines, 100 and multiplication squares <p>Working walls for literacy and numeracy are used in classrooms.</p> <p>Classroom equipment is organised clearly so children can access them.</p> <p>Visual timetables are in place.</p> <p>Effective questioning (Higher Order Thinking - HOT) is used routinely.</p> <p>Opportunities for children to use self and peer marking assessment such as:</p> <ul style="list-style-type: none"> • Marking ladders. • Highlighting achievements against learning objectives and use of smiley faces. • Visits to pre-school settings take place in preparation for entry to reception. • Travelling targets in literacy books. 	<p>When in the classroom, TA's facilitate independence.</p> <p>Children have personalised equipment to help them learn, such as overlays and timers.</p> <p>Children have access to:</p> <ul style="list-style-type: none"> • Visual timetables • Task boards and stickers • Prompt cards • Visual behaviour charts 	<p>Personalised task boards (now and next boards and timetables) are in place.</p> <p>Children with intimate care plans in place are supported in developing independence to meet their personal needs.</p> <p>TA's, working 1:1, encourage children to be specific about what help is required and asking them what they have already done for themselves, e.g. talk partners – asking a friend, looking at working walls.</p> <p>Individual toolkits promote independence in lessons.</p>




6. Health, well-becoming, well-being and emotional support

<p>Whole school approaches. The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>PSHE lessons take place which include Jigsaw, circle time, beach safety.</p> <p>Collective Worship themes support the whole school ethos.</p> <p>Whole school and class rules are discussed and agreed every year.</p> <p>Risk assessments are undertaken for all trips and hazardous activities in school.</p> <p>Year 5's residential trip challenges and encourages development of healthy lifestyles, well-being and emotional resilience.</p>	<p>Nurture groups – lunch-time for children who find lunchtimes unstructured and stressful.</p> <p>Social Skills Groups are used as intervention groups.</p> <p>2 members of staff are Autism Champion trained.</p> <p>Groups of children are selected to be animal monitors.</p>	<p>TAC Meetings, PEP Meetings, Early Support meetings and SEND reviews are supported by a range of agencies including the school nurse.</p> <p>Additional support is requested from:</p> <ul style="list-style-type: none"> • CAMHS • Social Care • Dreadnought • Penhaligon's Friends • Jigsaw • Young Carers • ABC • School nursing team • Hearing Support Team • Cognition and Learning • Educational Psychologist • Behaviour Support • Autistic Spectrum Disorder (ASD) team • Boxhall Profiling is used • Speech and Language programmes <p>Children with specific medical conditions may have Individual Health Care Plans and Intimate Care plans.</p> <p>Home school books are used to aid communication with specific individuals.</p> <p>Behaviour action plans are written for children who display extreme behaviours within school, and are used alongside parents and children, to ensure consistency in approach.</p>

7. Social and interaction opportunities




<p>Whole school approaches. The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>All children have opportunities throughout the day to have a range of social interactions.</p> <p>All children are invited on trips and visits</p> <p>All children have playtime in their key stages</p> <p>Pairing activities take place throughout the school day</p> <p>All pupils belong to a Team group</p> <p>After school clubs are provided for children across all ages.</p>	<p>Peer / playground buddies support vulnerable children.</p> <p>Lunch-time nurture groups are provided.</p> <p>Sports teams play in local tournaments against other schools.</p>	<p>Children with SEND are individually supported by TAs to take part in group activities.</p> <p>TAs use social stories with individual children.</p> <p>Afterschool and Breakfast Club support is available for all children</p>

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




<p>Whole school approaches. The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>The school is accessible to everyone including those children with physical difficulties. Additional adaptations would be made if required.</p> <p>Classrooms are all wheelchair accessible.</p> <p>A significant majority of children feel safe and believe bullying is taken seriously.</p> <p>The Inclusion Team consists of the Designated Safeguarding Officer and Deputies, the SENDCo and the Pupil Premium Champion.</p> <p>All areas of school are creative, positive and support learning; children’s work is celebrated and valued</p> <p>All adults focus on rewarding good behaviour to promote a positive learning environment.</p> <p>There is a consistent approach to behaviour management across the school.</p> <p>There is a designated library for the school.</p> <p>The school is a secure site.</p> <p>Termly fire drills take place.</p> <p>The school has a designated area for cookery.</p> <p>Teachers focus on rewarding good behaviour which promotes a positive learning environment.</p>	<p>Adaptations are made to the learning environment to suit group and individual needs.</p> <p>Provision is made for pupils who need a quiet and supervised area.</p> <p>Resources are available such as, ‘Move and sit cushions’ for children who require them.</p> <p>There is one adult who is Team Teach Trained.</p> <p>Access is available to ‘The KS1 Library’ for group work.</p> <p>A changing facility is available for those who need it.</p> <p>A disabled toilet is available.</p>	<p>Designated teaching areas are available for each class.</p> <p>Individualised rewards are used as appropriate.</p> <p>Specialist equipment such as chairs and tables are available to ensure independence in learning.</p>

<p>There are designated Child Protection and Safeguarding Officer and Deputies and a named Children in Care teacher.</p> <p>All staff have received Tier 2 Safeguarding training.</p> <p>An Anti-bullying Policy is in place and reported to the Governors.</p> <p>The EYFS Unit (Pre-school and Reception) have access to the outside area.</p> <p>Induction meetings are held for parents of children joining the school, and the Y6 teacher and SENDCo meet with colleagues from the secondary schools.</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 young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>Transition days are held in the summer term for classes to meet their new teachers within school.</p> <p>Year 6 pupils are able to visit their secondary school at key times throughout the year.</p> <p>Head of Year 7 visits school throughout the year to meet the children.</p> <p>Pre-school children visit the Reception class once places are known</p> <p>All information from CPOMs is shared.</p>	<p>SEND pupils are able to visit Saltash.net for pre-arranged visits and acclimatisation.</p> <p>Secondary School SENDCo/ or member of their team visits the school to discuss transition and specific needs.</p> <p>At times Year tutors visit SEND children and any with anxiety issues.</p> <p>All SEND paperwork is passed to a pupil's new setting.</p>	<p>Additional transition meetings for individuals as and when necessary.</p> <p>Transition books/pupil passports are used when appropriate.</p> <p>The secondary school SENDCo or SENDCo support assistant attends Y5 and Y6 Annual Reviews.</p> <p>Advice is sought to prepare pupils for a new setting.</p>

10. The SENDCo qualifications of, and SEND training attended by, our staff

<p>Whole school approaches. The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision.</p> 	<p>Specialist, individualised support provision.</p> 
<p>The SENDCo has successfully completed an accredited National Award for SEND Co-ordination.</p> <p>The SENDCo and key members of staff have attended training in dyslexia and autism.</p> <p>The school seeks support from outside agencies, e.g. Educational Psychologist and ASD team to support training needs.</p> <p>The SENDCo attends network meetings and training.</p> <p>2 members of staff are THRIVE and TIS trained practitioners.</p>	<p>Teachers and Teaching Assistants attend relevant courses to support children that they are working with.</p>	<p>One member of staff is Team Teach trained.</p> <p>All teaching staff have been epi-pen trained.</p> <p>All staff work closely with colleagues from other support agencies to meet the needs of a pupil.</p>

<p><u>Services and organisations that we work with:</u> Educational Psychology Team Social Emotional Behaviour Support Service Child & Adolescent Mental Health Services (CAMHS) - Services and organisations that we work with: Educational Psychologist</p>	<p>Autism Spectrum Team – Matt Wilmott Physical and Medical Team Early Help Hub Speech and Language Therapy Team Paediatric Occupational Health Paediatric Physiotherapists Child & Adolescent Mental Health Services (CAMHS) The Behaviour Support Service Cognition and Learning Occupational Therapy</p>	<p>Dreadnought Social Workers and Social Care School nursing team Hearing Support Service Cognition & Learning Team – Jo Davidson Multi-agency Referral Unit (MARU) – 0300 1231 116 Pehaligon’s Friends</p>
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