

## St Breock Primary School

### Our 'Local Offer' for Special Educational Needs and Disability (SEND) 2018/2019

St Breock Primary School is a happy and creative school for boys and girls aged 4-11 set in Wadebridge, North Cornwall. We aim to provide a safe, friendly and supportive environment, in which all pupils can flourish and achieve their potential to the fullest possible extent, whether or not they have additional needs. We are very proud of our school. We aim, at all times, to work closely with parents, pupils and other professional services to ensure barriers to learning are removed and full access to the curriculum for all pupils. On identifying an additional need, we adopt an ongoing graduated approach to Assess, Plan, Do and Review the impact of any interventions pupils receive. We will provide a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, interventions developed to address an individual need, as well as support from external agencies where appropriate. At every stage, we aim to work in close collaboration with families and rely upon invaluable input from each child's primary educator – their parents/carers. We are a fully inclusive school. Every child at St Breock Primary School has the opportunity to follow a broad and balanced curriculum, including all the subjects in the National Curriculum and / or all areas of learning in the Early Years Foundation Stage. The planning and delivery of our curriculum is differentiated by our teachers and teaching assistants to ensure access for all.




At St Breock Primary School we are fully committed to narrowing the gap between SEND and non-SEND pupils.

**Name of the Special Educational Needs/Disabilities Coordinator:** Mrs Kate Williams




**Contact details:** St Breock Primary School, Tremarren Road, Wadebridge, Cornwall PL27 7XL 01208 815900

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




- 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 pupils are valued.</p> <ul style="list-style-type: none"> <li>• School Council representatives drawn from Years FS2 to Year 6</li> <li>• School Council involved in staff recruitment process</li> <li>• Weekly peer support through Reading Partners</li> <li>• Pupil questionnaires completed regularly</li> <li>• Y6 pupils are allocated roles of responsibility, such as House Captains, Beacon buddies, etc.</li> <li>• PSHE Jigsaw lessons in every class, on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils receiving SEN Support attend (where appropriate) and contribute towards Planning and Review Meetings as Part of the Assess, Plan, Do and Review (APDR) Cycle</li> <li>• Pupils with SEND are included in all aspects of the universal offer.</li> <li>• Pupils with SEND are included in all pupil conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>• At the point of its annual review, Pupils with an EHCP, as well as those applying for statutory assessment, will complete an 'All About Me' document</li> <li>• Pupils views are sought as part of the APDR cycle.</li> <li>• FM Systems for those with a Hearing Impairment, visual timetables and other visual materials as required will be used to gain individual's opinion, ideas and views.</li> </ul>




- 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 is committed to working in close partnership with all parents and carers</li> <li>Parent/carers know what to do if they have any concerns</li> <li>The school website and social media platforms are updated regularly and keep parent/carers informed about school activities</li> <li>The school sends text messages and newsletters to ensure parents/carers remain informed</li> <li>Parent Consultations in the Autumn and Spring Terms and Annual Reports in the Summer Term provide up to date information about children's learning and targets for next steps</li> <li>Termly Curriculum advice leaflets outline the skills and knowledge to be taught in each class, each term</li> <li>'Open Door' policy at 8.45am every morning</li> </ul>	<ul style="list-style-type: none"> <li>Parents are able to contact school at any time with concerns about their child</li> <li>Parents/carers of those receiving SEN Support attend and contribute towards Planning and Review Meetings as Part of the APDR Cycle</li> <li>Home/school books where appropriate</li> <li>Parents/Carers know who the SENCo is and how to contact her.</li> <li>Families are invited to attend information sessions aimed at helping them to support their child's learning at home (School Forum and Learning Fairs)</li> </ul>	<ul style="list-style-type: none"> <li>Parent/carers are actively involved in planning all meetings and are supported, where appropriate, to be able to do so.</li> <li>Parent/carer's views are an integral part of TAC meetings and SEND reviews</li> <li>Independent information, advice and support is available to parents through Cornwall SENDiass service</li> <li>All documentation can be presented in a format that is accessible to individual parents/carers</li> <li>Parents/carers are encouraged to join in with school trips where appropriate.</li> </ul>

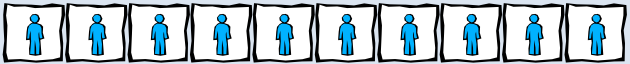


- The curriculum

<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> 
<ul style="list-style-type: none"> <li>• The curriculum is designed to address the needs of all pupils regardless of their abilities and/or additional needs</li> <li>• We are committed to the inclusion of all pupils, regardless of their ability and/or additional needs,</li> <li>• all pupils have full access to the curriculum.</li> <li>• all pupils are able to increase their independent learning, numeracy and literacy skills through various programmes</li> <li>• Assessments are used very regularly to identify pupils who need specific interventions</li> <li>• Wide variety of extra curricular activities and afterschool clubs are available, changing termly</li> <li>• Residential experiences every year across KS2</li> <li>• Celebration Assemblies, Personal Best, green cards, Olympic Value recognition are all examples of how we reward achievement and effort</li> </ul>	<p>Intervention packages are needs led. They are introduced, reviewed and adapted in light of pupil progress</p> <ul style="list-style-type: none"> <li>• Small group interventions include: <ul style="list-style-type: none"> <li>- Read, Write, Inc (Phonics)</li> <li>- Speech and Language</li> <li>- FunFit</li> <li>- Phonological Awareness</li> <li>- Pre-teach</li> <li>- Over-learn</li> <li>- Handwriting</li> <li>- Memory skills</li> </ul> </li> </ul> <p>Pupils receive immediate intervention and favourable ratios to ensure Quality First Teaching across all classes</p>	<ul style="list-style-type: none"> <li>• Individualised learning programmes as appropriate including: <ul style="list-style-type: none"> <li>- The Power of 2</li> <li>- Sensory breaks</li> <li>- Physiotherapy</li> <li>- Speech and Language</li> </ul> </li> <li>• Pupils with SEND will access the curriculum with planned adult support as required</li> <li>• Advice received from external agencies will be integrated into class planning</li> </ul>




- 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>• Our school motto of Learning, Love and Laughter seeks to inspire a thirst for lifelong learning from everyone in our school community</li> <li>• Whole school monitoring ensures quality first teaching in all classes.</li> <li>• All pupils have personal targets which are discussed and updated regularly.</li> <li>• Lesson planning with differentiated outcomes for every pupil ensures inclusive access and progress for all</li> <li>• The lessons are carefully planned to include clear stages, regular progress checks and different learning opportunities</li> <li>• Differentiation and groupings are identified in English and Mathematics a</li> <li>• Learning Objectives are displayed and shared with all pupils</li> <li>• Pupils' work will be regularly marked.</li> <li>• Literacy/Numeracy and up to date training thereof is a priority for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</li> <li>• Class based staff work with small groups to: <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence</li> <li>- keep pupils on task.</li> </ul> </li> <li>• Independent pupil learning is supported by the use of technology.</li> <li>• Special examination arrangements are put in place for internal and external tests and examinations</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 pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, hearing impairment, speech and language difficulties, autism, literacy difficulties/dyslexia etc.</li> <li>• Outreach from local networks and Aspire colleagues requested for advice on teaching and learning.</li> </ul>




- 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>• Technology is available to aid Independence.</li> <li>• Resources are available in all class-rooms which promote independence</li> <li>• 4 B's (brain, book, buddy, boss) approach is displayed in each classroom to promote learning resilience.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants facilitate independence.</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>• Teaching assistants working one-to-one with pupils 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.</li> <li>• Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent</li> <li>• Personalised 'now and next' boards and timetables are in place to support independence.</li> </ul>

- 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>• PSHE (Jigsaw) lessons include all pupils.</li> <li>• ALL Staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. This is co-ordinated by their class teacher and the SENCo</li> <li>• We adopt a whole school approach to supporting well-being through the Thrive scheme (shortly to be converted to trauma informed schools)</li> <li>• All children are assessed and tracked for emotional and social development</li> <li>• There is a named person who coordinates the school's wellbeing curriculum (Mrs Pam Dennis)</li> <li>• There is a named person who is a trained Thrive practitioner (Mrs Kirsten Austin). Mrs Austin has recently converted her qualification to become a Trauma Informed practitioner.</li> <li>• Pupil issues are dealt with as they arise.</li> <li>• School nurse service is available through parental referral.</li> </ul>	<ul style="list-style-type: none"> <li>• Time limited and monitored groups address: <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- anger management.</li> </ul> </li> <li>• Risk assessments are carried out to actively support pupils in ensuring their health, well-being and emotional needs are met.</li> <li>• Targeted objectives are created for individual pupils in a working partnership with parents and carers.</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>• Additional support for pupils can be requested from <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Dreadnought</li> <li>- Penhaligan's Friends and others as appropriate.</li> </ul> </li> <li>• Pupils with specific medical conditions have individual health care plans.</li> </ul>

- Social Interaction opportunities


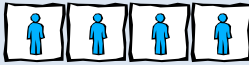

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All students have opportunities for social interaction, regardless of need.</li> <li>• All students are invited on trips and visits subject to necessary risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support is arranged by staff in liaison with parents to allow access to social interaction opportunities beyond the school site and/or the school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Students individually supported by TA's or have PA's to enable their attendance at after school clubs.</li> <li>• Individual arrangements will be made to ensure pupils have access to a modified timetable during residential visits.</li> </ul>



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

<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>• All areas of the school are accessible to everyone including those pupils with SEND.</li> <li>• All facilities have wheel chair accessible classes.</li> <li>• Pupils feel safe in an environment where bullying is acknowledged and dealt with effectively.</li> <li>• There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. Mrs Sian Hal is the Designated Safeguarding Officer and Mrs Kate Williams is the Designated Deputy. Mrs Hall is the Designated Teacher for Children in Care.</li> <li>• All areas of the school are uplifting, positive and support learning.</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment</li> <li>• The rewards and sanctions system is robust and displayed around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-slip, non-breakable equipment available in practical lessons.</li> <li>• Adapted toilets available.</li> <li>• Some toilets adapted by height.</li> <li>• Adjustable chairs/ tables can be made available.</li> <li>• There are named adults who are 'Teamteach' trained (Mr James Ross and Mrs Jo Moine)</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment in practical lessons enables disabled pupils to be independent.</li> <li>• Classrooms/halls/corridors are made accessible for young people with sensory needs.</li> </ul>

- 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>• Nursery staff visit children at preschool providers.</li> <li>• Class teachers identify pupils who may need extra support at transition points.</li> <li>• Year Six children visit local secondary school regularly.</li> <li>• Year Six take part in a week of transition activities with children from cluster schools.</li> <li>• Nursery/Secondary staff visit school to support transition.</li> <li>• Classes move up in early July, following transition meetings between the sending and receiving teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Buddy’ or peer systems are in place for pupils who are particularly vulnerable at 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>• The SENCo attends annual EHC reviews. Secondary colleagues are routinely invited to attend from Year 5.</li> <li>• Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</li> <li>• Pupil passports are used to aid the process.</li> <li>• SENCo will negotiate an individualised package of enhanced transition to Wadebridge School.</li> </ul>

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

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