



Pensilva SCHOOL

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

At Pensilva School, we believe that every child is special and has individual needs. We are an inclusive school and welcome all children of any ability or disability. We have a staff who are trained to meet the needs of the children in our care. Children's abilities vary over a wide range, and many children have times, temporary or long term, when they may need extra support. At Pensilva we are committed to supporting all our pupils, including those with Special Educational Needs, to enable them to thrive socially and emotionally and achieve academically at school.

Examples may include:

- Specific problems with reading, writing or mathematics
- Emotional or behaviour problems
- A child with learning difficulties
- Visual, speech and language, hearing or mobility problems
- Children with exceptional gifts or abilities

Most children's needs are met by class teacher, but sometimes it may be necessary to make special provision

See download to Special
Educational Needs Policy




See download Equality and
Diversity Policy

See download Access Plan




Name and contact details of the Special Educational Needs and Disabilities Coordinator: *Katie Jackson*

The levels of support and provision offered by our school

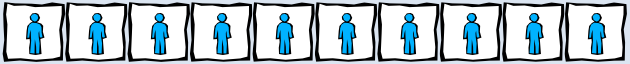
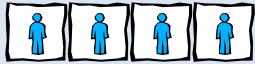

1. Listening to and responding to children and young people

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"> The views and opinions of all children are valued Student voice is heard through class lessons, School Council and PSHE 	<ul style="list-style-type: none"> Children with SEND are included in all student voice Children's views are included on IEPs 	<ul style="list-style-type: none"> We respond to children's views in the individual support we provide, and these views are an integral part of TAC meetings, parent consultations and SEN reviews




2. Partnership with parents and carers

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"> Pensilva School works in partnership with all parents and carers Parents/carers know exactly who to contact if they have concerns 	<ul style="list-style-type: none"> Families are always invited to all school activities and extra-curricular clubs Parents are able to contact school re concerns at any time 	<ul style="list-style-type: none"> Parents and carers are supported in attending, and are actively involved in, all TAC meetings and reviews Parents' views are an integral part of all meetings and reviews

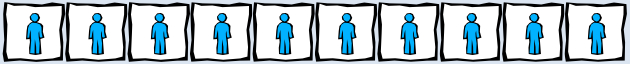
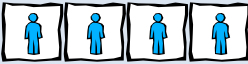

3. The curriculum

<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> 
<ul style="list-style-type: none"> • The curriculum is fully inclusive and all children have full access to every aspect of the curriculum • We have a creative curriculum that includes topic work to appeal to the interests of the child • Dyslexia testing is used to tailor provision to need 	<ul style="list-style-type: none"> • Intervention is carefully planned to meet individual needs • The progress of children receiving intervention is carefully tracked and impact measured • Small group intervention includes: Read Write Inc Social Skills Self-esteem 	<ul style="list-style-type: none"> • Children are supported in following their interests and abilities, which might include an individualised curriculum

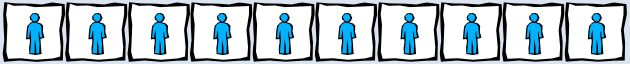
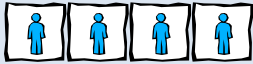

4. Teaching and learning

<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"> • Kinaesthetic multisensory teaching approach • Learning to learn strategies (meta-cognition) teaching approach • Timelines in each classroom display the timetable for that day • Learning Objectives are displayed and discussed in every lesson • Effective Questioning is used • Peer feedback encourages learning motivation • Examples of levelled work displayed for children to aspire to • Effective Feedback and Marking is in place (a star and a wish) 	<ul style="list-style-type: none"> • Class teachers and Teaching Assistants share lesson plans to ensure children with SEND have targeted support and provision • Teaching assistants and class teachers work in small groups to ensure understanding, to foster independence and to keep children on task • Independent student learning is supported by the use of technology. For example: <ul style="list-style-type: none"> - Laptops - Netbooks - Dictaphones/talking tins • Special examination arrangements are put in place for exams and tests (extra time, readers scribes etc) 	<ul style="list-style-type: none"> • Differentiated work and activities are provided to enable independent learning • Individualised Precision Teaching focuses on developing targeted skills • One-to-one support is in place for children who require more intensive support, e.g. for those with speech and language difficulties, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties etc.

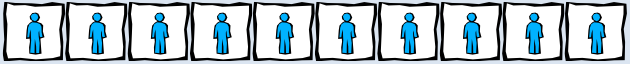
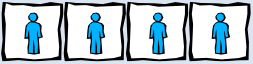

5. Self-help skills and independence

<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"> • Developing independence is a key priority on the School Improvement Plan • All children are taught skills of resilience and given strategies to enable them to work independently when appropriate • Show me what you know - alternative ways of recording are used • Interactive Working Wall displays support teaching and learning • Effective Questioning • Supporting resources, such as dictionaries, number lines, have-a-go wipe boards, highlighters etc, are readily available in all classes • Traffic light systems are used 	<ul style="list-style-type: none"> • Teaching assistants are trained to facilitate independence • Children have access to visual timetables and helped with self-assessment • Children have access to planning/task management boards and writing frames • Children have personalised equipment such as coloured overlays, timers/spot timers, specialist pens and pencils and scissors 	<ul style="list-style-type: none"> • Adults working one-to-one with children encourage them to be specific about what they need help with and what they can do on their own • Adults may support them with specialist programmes of work. For example: Toileting, eating, danger awareness, sex education and other life-skills • Personalised Now and Next boards, Social Stories, Contracts, visuals and timelines etc are in place to support independence




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"> • PSHE lessons and assemblies include all children • Whole Class THRIVE Assessments provide a systematic approach to the early identification of emotional developmental need so that differentiated provision to address those needs can be put in place quickly by those close to the child. 	<ul style="list-style-type: none"> • Pupil Premium is used to support vulnerable children and groups are held to address self-esteem and social skill, as well as anger management • Lunch Club is provided each day to support the needs of individual children as the need arises 	<ul style="list-style-type: none"> • TACs and reviews are attended by a range of outside agencies • Boxall profiling is used to tailor provision to need • Additional support can be requested from a range of agencies such as: <ul style="list-style-type: none"> • CAMHS • Dreadnoughts • Jigsaw • Social Care • Young Carers • Penhaligon's Friends • Jeremiah's Journey • Aspires • Students with specific medical conditions have individual health care plans. • Individual Thrive Assessment and interventions

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"> • All children have equal opportunities for social interaction, regardless of need • All children have equal access to Extra Curricula Activities • All children have equal access to trips and visits 	<ul style="list-style-type: none"> • Social skills groups enable targeted children to receive support 	<ul style="list-style-type: none"> • One-to-one support by TAs to enable attendance at after school clubs • Adult one-to-one to support successful interactions and friendships • One-to-one support to enable attendance at after school clubs • Social Stories and Comic Strip Conversations are used to help children develop greater social understanding • Thrive interventions

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"> • All areas of the school are accessible to 	<ul style="list-style-type: none"> • There are quiet supervised 	<ul style="list-style-type: none"> • Individualised support to enable

<p>everyone, including those children with SEND</p> <ul style="list-style-type: none"> • Children feel safe in an environment where bullying is dealt with immediately and effectively • There is a named child protection officer, “Designated Safeguarding Officer” and a named “Child in Care” teacher • All staff reward good behaviour and a positive learning environment 	<p>classrooms where children have the opportunity to eat lunch</p> <ul style="list-style-type: none"> • There are named adults who are Team Teach trained • Disabled toilet available for children with physical and emotional needs 	<p>children to take part in activities that otherwise might be deemed unsafe</p> <ul style="list-style-type: none"> • Specialist equipment in lessons enable disabled children to be independent
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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> 
<ul style="list-style-type: none"> • Whole school transition mornings and afternoons are in place • There are strong links with the pre-schools and with the secondary schools 	<ul style="list-style-type: none"> • Transition visits are carefully planned, and those pupils identified as possibly struggling with transition are able to have additional visits in small groups 	<ul style="list-style-type: none"> • Children are provided with Transition Books for home and school • Children visit their new classroom or secondary schools with their TA an adult on an individual and flexible basis • Future Teachers and TAs attend transition meetings • Children who receive Transport at Secondary Placement, will be given the opportunity to experience this with adult support, before their Placement begins

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

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All teaching and support staff regularly take part in training sessions to extend their knowledge and understanding of working with children with Special Educational Needs. This includes sessions on the SEN Code of Practice, “dyslexia friendly” teaching and the Thrive Approach. • Three members of staff are licensed Thrive practitioners (see sections 6 and 7 above). • Read, Write, Inc Training for all necessary staff. • First Aid training. 	<ul style="list-style-type: none"> • Teaching and support staff receive training in particular areas of SEN where this will benefit and enhance their work with particular children. For example, they may receive training in the use of visual aids for children with autism, in behaviour management strategies, or in the use of particular interventions ie Memory Training. This type of training can be led by the school staff or by outside professionals. • The SENCO regularly attending various training and networking events. 	<ul style="list-style-type: none"> • Advice and training is sought from outside professionals in order to meet the particular needs of some children, for example where they might have a physical difficulty or a visual impairment: <ul style="list-style-type: none"> - Speech and language trained TAs - Hearing support training - Epi Pen training - Dyslexia training - Diabetes training - OT/Sensory Training - Specialist Autism training with parents

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Child Health Department	Community paediatricians work with children with individual needs	Referral through School
Educational Psychology	Specialists in learning, behaviour and child development	Stacy N'jie Referral through School
Behaviour Support	Support with all aspects of children's behaviours from the passive/unresponsive to the overactive	Kate Flynn and Suzanne Richards Referral through School
Speech and Language Therapy	Advise and support for all speech and language and communication needs	Referral through School
Specialist Feeding Therapy Service	Support children's feeding needs	Referral through School
Child and Adolescent Mental Health	Support children and adolescents with a wide range of emotional, mental health and behavioural issues	01579 373850
Penhaligon's Friends	Support and programmes to help bereaved children and their families	01209 215889 www.penhaligonsfriends.org.uk/
Jigsaw	Therapeutic service supporting children who have experienced or witnessed physical or sexual abuse	Referral through Children's Social Care
Dreadnought Charity	Support and programmes to help children with behavioural and emotional difficulties	01209 218764 thedreadnought.co.uk

Social Services and Social Care	Promoting the achievement and educational attainment of all children	0300 1234 101
Locality 6	Local team delivering Cornwall's early help services for children and their families	Nikki cole – Manager Referral through School
Early Support Service	Single point of contact and coordination service for disabled children	01872 322277 http://www.cornwall.gov.uk/earlyhelphub
Dyslexia Support	Support and programmes to help dyslexic children reach their full potential	Jo Davidson Referral through School
Equality and Diversity Service	Promoting and supporting equal rights of all children	01872 221555
Education Welfare Service	Promote children's regular school attendance	Derek Potts 01579 342344
Occupational Therapy Service	Assess and support children with functional and sensory needs and develop confidence	Referral through School
Physiotherapy Service	Assess and support children with movement and develop independence	Referral through School
Special Parenting Service	Supporting parents with learning disabilities to understand and provide for the needs of their children	Referral through School
School Nurse Team	Providing community health services and support to schools, children and their families	Carole Davison Referral through School
Epilepsy Service	Providing support and advice for children with epilepsy, their families	01872 221555

	and schools	
Community Hospital Education Service	Providing education for children unable to attend school for medical reasons	Dominic Black Referral through School
Multi Agency Referral Unit	Provide advice and a multi-disciplinary response to concerns about the safety of children	0300 1231 116 www.cornwall.gov.uk/ MultiAgencyReferralUnit@cornwall.gcsx.gov.uk
Other Mainstream and Specialist Pre-Schools, Primary and Secondary Schools		
Hearing Support Service	Providing specialist support to children with temporary or permanent hearing loss, their families and school	Referral through School
Vision support Service	Providing specialist support to children who are blind or partially sighted, their families and schools	Referral through School
Neighbourhood Policing	Provide a citizen focused police service including safety and crime prevention	Linda Phillips 07703 885654 To report a crime 101
Autism Support Team	Provide support for children with autism, their families and schools.	Amanda Burgess and Tom Adams Referral through School
Special Education Needs Assessment and Provision Team	Provide advice and guidance to ensure a child's Special Needs are appropriately identified and met.	Through School
Early Years Inclusion Service	Supporting 3 and 4 year old children with individual needs.	Referral through School or http://www.cornwall.gov.uk/earlyhelphub
	Provide information and support for	01736 751921

SENDiASS (Formally Cornwall Parent Partnership)	parents and carers of children with individual needs	www.cornwallsendiass.org.uk
Parent Carer Council	Provide parents with information about services available locally, including education and health	Kay Henry 07973 763332 parentcarercouncilcornwall.org.uk/
Family Information Service	Provides impartial guidance on local services and support available to families	0800 587 8191 01872 323 535 https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page
Cornwall Down's Syndrome Support Group	Provide families a chance to meet and share information, support and friendships	https://www.cdssg.org.uk/
Scope	Supporting disabled children and their families in the home and school	https://www.scope.org.uk/
Makaton	Charity supporting children with communication needs and their families and schools to be able to communicate, through use of a language programme	www.makaton.org/
Disabled Children's Team	Providing support and services for children with disabilities, their families and schools	Various – referral through School
Young Carers	Working with children to make their role as carers a more positive experience, offering support, information and activities	kernowyoungcarers.org/
Physical Disabilities Service	Supporting children with Physical Disabilities and their families and ensuring schools provide good	Steven Deacon - referral through School

	physical access and appropriate ICT equipment to improve learning opportunities and enable independent learning	
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Other agencies may also be involved, depending on individual need.

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Answers to Frequently asked Questions

1. How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

We regularly assess the children, and discuss whether a child would benefit from extra help. We would then talk with you to discuss any intervention. If you have any concerns about the needs of your child, you are encouraged to speak with the Special Needs Coordinator, Mrs Jackson, the class teacher and/or the Headteacher.

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

The Local Authority and the School Governing Body is ultimately responsible for your child, but delegate day-to-day responsibility to the Headteacher and her staff.

3. How will school staff support my child?

The class teacher will have the highest expectations for your child and for all the pupils in their class. He/she will build on what your child already knows, can do and can understand. The teacher and the support staff will carefully check on your child's progress, and decide, in consultation with you, on any extra support needed to help them make the best possible progress.

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

You will receive regular reports and face-to-face meetings. You are also welcome to make additional appointments if you have any concerns at all.

5. What specialist services and expertise are available at or accessed by your school?

There are a wide range of specialist services, including Speech and Language Therapy, Dyslexia Service, Child and Adolescent Mental Health Service, Autistic Spectrum Team and Sensory Service.

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

All children are fully included in all activities, including school visits, and any reasonable adjustments will be made to ensure there is no discrimination.

7. How will school prepare and support my child through the transition from key stage to key stage and beyond?

The staff within the school carefully plan the transition from one year to the next and from Key Stage One to Key Stage 2. We work closely with all the secondary schools to ensure smooth transition to Key Stage 3. Provision might include additional supported visits to classroom/school and a Transition Book.

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

The school budget, received from Cornwall Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors and the SENCo, on the basis of needs in the school.

The Headteacher and the SENCO discuss all the information they have about SEN in the school, including:

- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected, and decide what resources, training and support are needed
- All resources, training and support are reviewed regularly and changes made as needed.

