

Tywardreath School

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

Tywardreath School is part of Adventure Learning Academy Trust (ALAT), a multi-academy trust set up to raise the standards of education in Cornwall. Our children learn in a happy, harmonious atmosphere conducive to learning and an environment where they can develop as individuals and have an awareness of others within our society.

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Miss Broni Jones Tel: 01726 812807

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 |
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| <ul style="list-style-type: none"> • The views and opinions of all students are valued. • Through the school council the student voice is represented in all aspects of school. | <ul style="list-style-type: none"> • Students with SEND are questioned about their views on the provision in school and their views are taken into account. | <ul style="list-style-type: none"> • Student views are an integral part of TAC meetings and annual 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 |
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| <ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The parents and carers of all pupils are invited to attend parents' evenings and | <ul style="list-style-type: none"> • Parents are informed if their child is receiving any additional support and if they are placed on the Record of Need. (RON) | <ul style="list-style-type: none"> • Parents are invited to attend annual reviews and TAC meetings. • Parents are invited to attend meetings with outside agencies that are |

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| <p>receive an annual report.</p> <ul style="list-style-type: none"> • There is a parent forum, where parents and carers are able to voice their views on the school. | <ul style="list-style-type: none"> • Parents are able to contact the SENDCo – Miss Jones if they would like to discuss any aspect of their child’s learning. | <p>involved with their child.</p> |
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3. The curriculum

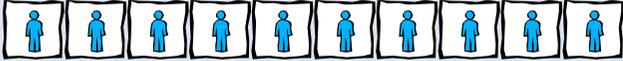
| <p>Whole school approaches. The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • The curriculum is broad and balanced and designed to include the inclusion of all students. • All children have curriculum targets to work towards. • School trips take place for all children to enhance the curriculum. | <ul style="list-style-type: none"> • Where children are identified as needing extra support then additional interventions will be put into place. • The curriculum is differentiated to meet the needs of all learners. • Groups of children may be given extra group support by a teaching assistant and their class teacher. | <ul style="list-style-type: none"> • Children who have an Education, Health and Care plan or a statement of special educational needs will, at times, have adult support in order to allow them to access the curriculum. This support will normally take place as part of a small group. • Where children are not able to access their curriculum related to their year group then activities will be planned to meet specific gaps in learning. |

4. Teaching and learning

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| Whole school approaches | Additional, targeted support and provision | Specialist, individualised support and |
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| <p>The universal offer to all children and YP</p>  |  | <p>provision</p>  |
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| <ul style="list-style-type: none"> • All children are given feedback on their learning, with guidance on how to move their learning forward. • A range of resources are available for all children to access. • Alternative ways of recording information are used. • A range of teaching styles are used to engage all learners. • Children use 'toolkits' to help them with their writing. • Word mats and times table mats available for children to use. • Topic based learning. • Outdoor learning - including overnight trips in year 3 and 4 and a camp in years 5 and 6. • All children will have access to quality first teaching from a qualified teacher. | <ul style="list-style-type: none"> • Children will be placed on a provision map, showing where extra support is needed and what the outcomes of this are. • Coloured screens/laminates/pens/paper available for children to use. . • ICT programmes such as Clicker 6, word shark, RM maths. • Dyslexia/memory groups. • Precision teaching. | <ul style="list-style-type: none"> • Children will be given an Individual Provision map with targets relating to their statement objectives. This will be shared with you 3 times a year. • Speech and Language. |

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>  |
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| <ul style="list-style-type: none"> Resources are available to children to choose from in all classrooms to aid them with their work. Learning walls in all classrooms. Group learning to encourage independence. Key Stage 2 camps offered to all pupils. | <ul style="list-style-type: none"> Children have personalised equipment such as talking tins, overlays and timers to help them to develop their independent learning. | <ul style="list-style-type: none"> Personalised visual timetables. Personalised task boards. Specialised equipment will be provided for children who need it such as walking aids, seating aids and communication aids. |

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>  |
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| <ul style="list-style-type: none"> Circle time/PSHE sessions as part of the curriculum Sports clubs | <ul style="list-style-type: none"> There are members of staff in school who are trained Thrive practitioners. Assessments can be undertaken and | <ul style="list-style-type: none"> TACs and annual reviews are supported by a range of agencies where appropriate. |

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| | <p>provision put in place for children to help them with their emotional development.</p> | <ul style="list-style-type: none"> • Students with specific medical issues have an individual health care plan. • Referrals can be made to the school nurse. Please see the school website for more information. • Involvement of Child and Adolescent Mental Health Service (CAMHS.) Referrals can be made through school for children who are experiencing more serious emotional difficulties where other interventions haven't been successful. |
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7. Social interaction and communication 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>  |
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| <ul style="list-style-type: none"> • Group work in classes. • Our curriculum is planned to develop skills such as working together, communicating with others and independent learning. | <ul style="list-style-type: none"> • Friends group | <ul style="list-style-type: none"> • Support from the ASD team for individuals with a diagnosis of ASD to develop their social skills should this be needed. • Referrals can be made through school to the Speech and Language Therapy service (SALT.) if a child is assessed as needing support then this will be delivered in school in addition to work being done at home. |

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  |
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| <ul style="list-style-type: none"> • There is ramp access to the school. • The schools rules create a positive learning environment throughout the whole school. • Anti-bullying policy in place. | <ul style="list-style-type: none"> • There are named adults who are 'teamteach' trained. | <ul style="list-style-type: none"> • There is a disabled toilet. • If needed children have individual risk assessments. |

9. Transition from year to year and setting to setting

| Whole school approaches The universal offer to all children and YP  | Additional, targeted support and provision  | Specialist, individualised support and provision  |
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| <ul style="list-style-type: none"> • All children get to spend a session with their new teacher prior to the summer holidays. • Open afternoon held in July where parents can meet their child's new teacher and see the new classroom. • Children transfer to Fowey River Academy | <ul style="list-style-type: none"> • Children with SEND are given the chance to spend an extra day at their chosen secondary school. | <ul style="list-style-type: none"> • Transition books for children to look at over the summer holidays. • School staff to meet with staff from early years settings and parents/carers of children due to start to start the school in the reception classes. |

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| <p>two weeks before the end of term.</p> <ul style="list-style-type: none"> • Staff from secondary schools will visit staff in school and to meet with the children. • All children get a chance to visit their chosen secondary school before they start. | | |
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Services and organisations that we work with:

| Service/organisation | What they do in brief | Contact details |
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| Speech and Language (SALT) | Referrals can be made through school to the speech and language therapist. The child will then be assessed and if needed targets given. These targets will need to be worked on at home as well as in school. | 01208 834488 |
| Educational Psychologist | The Educational Psychologist works closely with the SENDCo covering a range of work such as observing children, supporting staff in school working with specific children and working closely with the SENDCo on a range of matters. Children have to be referred to the Educational Psychologist and this would only be after a period of intervention has taken place in school and at home. | Referrals can only be made through school, however there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm. |
| Behaviour Support | The behaviour support team may work with children in school. They will also support school staff and parents on a range of strategies when working with children with behavioural difficulties. | Please contact Miss Jones for more information as referrals can only be made through school. |

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| CAMHS | Can offer support to children to have complex mental health needs. A referral will have to be done by home, school or the school nurse. | 01872 221400 |
| School Nurse | The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep. | http://www.schoolnurseteamcornwall.org/ 01208 834600 |

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?

If you are concerned about your child's progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo – Miss Broni Jones.

Children are assessed at regular intervals during the school year – if a class teacher has concerns about the progress of a child (academically, emotionally and 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. 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 on time and every day and that they support their child with their learning targets at home.

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 outcome, extra resources or extra adult help in class.

4. How will school staff support my child?

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, 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 children are sent home three times a year, your child will receive a school report once a year and there are parent's evening during the year. You are also free 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 well being?

All staff in school are there to ensure that your child is safe and happy in school. 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 Miss Jones 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 – please ensure that the office is made aware of any health needs that your child has. There is also secure access to the school.

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

We have a large team of experienced and dedicated teaching assistants who have experience of working with children with a wide range of needs such as autism, moderate and severe learning difficulties, sensory needs, speech and language and behavioural and emotional needs. If school staff think it is appropriate then advice from outside agencies can be sought. All class teachers have experience of teaching children with additional needs.

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

All children will be able to be included in school trips. The exception to this would be if a child's behaviour is a risk to themselves or others.

10. How accessible is the school environment?

There is ramp access to the school and there are disabled toilets.

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

If your child has a statement of special educational needs or an Education, Health and Care plan then this will be discussed at their annual review. Class teachers and support staff meet at the end of each year to plan the transition. Some children may be given extra visits to their new class or a transition book to look at over the summer. Children with additional needs who are transferring to secondary school will be given an extra transition day at their secondary school.

12. How is the decision made about what type and how much support my child will receive?

Pupil progress meetings are held three times a year. The progress of all children are discussed in these meetings and if any additional support is needed then it will be discussed at these meetings. You will be kept informed of any additional support that your child receives. You will be kept up to date with your child's progress through yearly reports and parents' evenings.

13. Who can I contact for further information?

The school's SENDCo – Miss Broni Jones.

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

Please feel free to talk to Miss Jones or Mrs Hoskin if you have any concerns. You may also contact the school's SEND governor.

15. How is your local offer reviewed?

The school offer will be reviewed at least once a year with consultation from children, parents and school staff.