



St Winnow Primary School part of Celtic Cross Education MAT

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

St Winnow Primary School is an inclusive school which prides itself on meeting the needs of all children. Our vision statement exemplifies our practice: To inspire lifelong learning through a creative curriculum based on Christian values.

Although we are a small school, we have very experienced staff who can support children with a variety of needs.

Special Educational needs training is paramount within our setting. Year on year we build our knowledge and understanding of various aspects of Special Needs.

Should there be a need to support a child with different learning needs, we would prepare staff and train them so that the child's needs would be met.

We are a communication friendly school; dyslexic friendly school and have an Autism Champion and TiS Practitioner within our setting.

Link to other documents (if available)

<http://www.stwinnowcornwall.co.uk/>

Link to our school's Equality Objectives

<http://www.stwinnowcornwall.co.uk/>

Link to our school's Accessibility Plan/Policy

<http://www.stwinnowcornwall.co.uk/>

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Miss Jemma Shields

The levels of support and provision offered by our school

1. 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 students are valued Student council Questionnaires</p>	<p>Small group target setting- group conferencing</p>	<p>Individual target setting- pupil conferencing Child's input on Individual Education Plans, annual reviews and team around the child meetings</p>

2. 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> 
<p>The school works in partnership with all parents and carers The parents/carers of all students attend parent/carer evenings every term Reports are sent home annually Parent/carers know exactly who to contact if they have any concerns Reading record books provide links between home and school 'Open door' policy for parents who have concerns</p>	<p>Families are invited to attend information sessions re supporting their young person at home e.g. parenting skills, literacy and numeracy skills and teaching phonics Parents are able to contact school re concerns at any time.</p>	<p>Parent/carers are supported in attending, and are actively involved in all TAC meetings and reviews Parent/carer's views are an integral part of TAC meetings and SEN reviews Advocacy is available to ensure the above All documentation is presented in a format that is accessible to individual parents Parents are encouraged to join in with school trips Individual home school books encouraging parents to discuss the day's events</p>

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> 
<p>National Curriculum- including all subject areas appropriate to the age of the child. Differentiated planning to cater for all needs. The curriculum is designed to ensure the inclusion of all students. Staff ensure teaching appeals to all learning styles and is as multisensory as possible. All students, regardless of their ability and/or additional needs, have full access to the curriculum.</p>	<p>Intervention packages are bespoke and needs led. The progress of students taking part in intervention groups is measured on a regular basis. The intervention packages are adapted in light of student progress. Small group intervention includes:</p> <ul style="list-style-type: none"> - literacy – reading, comprehension, spelling, writing and grammar. - handwriting- fun-fit provision - numeracy- Rapid maths - speech and language - keyboard skills - social skills - Makaton/ signing - Memory skills - Funfit 	<p>Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. In exceptional circumstances students can be dis-applied from some subjects.</p> <p>Individual intervention includes;</p> <ul style="list-style-type: none"> 1-1 reading and spelling programmes – including Reading Assistant, Nessy, Precision Teach, Phonics 1-1 handwriting, 1-1 Makaton 1-1 speech and language programmes 1-1 behaviour support 1-1 personal care

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> 
<p>Communication Friendly Schools Status The whole school uses a 'dyslexia friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. Different level groupings are identified for each class. Preferred learning styles are used. Learning Objectives are displayed and discussed using "We are learning to..." Differentiated Success Criteria are displayed. Students' work is regularly marked, in green pen. Teachers use 'live marking' marking. Children's targets are written in their work books. Literacy/Numeracy is a priority; working walls are accessed by all children. Alternative ways of recording are used. Coloured overlays</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision. Teaching assistant's/class teachers work with small groups to:</p> <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task <p>If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher. Independent student learning is supported by the use of technology, for example:</p> <ul style="list-style-type: none"> - Laptops - IPADS - Talking tins - spell checkers - word and maths mats <p>Special examination arrangements are put in place for internal and external tests and examinations (readers' scribes etc) Homework support is available</p>	<p>Personalised and highly differentiated work is provided enabling independent learning, including visual supports.</p> <p>One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</p> <p>Outreach from special school requested for advice on teaching and learning.</p> <p>Links with ARB.</p>

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> 
<p>Students use buddies and talking partners in lessons. A box of resources is available on tables in all classrooms containing overlays, highlighters, dictionaries etc which promote independence.</p> <ul style="list-style-type: none"> - Word mats - Letter formation mats - b/d differentiation materials - Read and green words (High Frequency)mats - Number and mathematics mats - Working walls for literacy, numeracy and science - Organised classroom with clear labelling for equipment/ clear boxes - Visual timetables - Spellcheckers/word books - Dictionaries and Thesauruses 	<p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</p> <p>Students have access to:</p> <ul style="list-style-type: none"> - visual timetables - task cards - prompt cards - timers - visual behaviour charts 	<p>Teaching assistants working one-to-one with students 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, e.g. asked peers, checked books, etc.</p> <p>Personalised task boards and timetables are in place to support independence where needed.</p>

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> 
<p>PSHE lessons include all students Circle time Golden rules Golden time Peer mentors/buddies/playtime buddies support fellow students</p> <p>Risk assessments to ensure all children are kept safe.</p>	<p>Risk assessments carried out</p> <p>Social groups-</p> <ul style="list-style-type: none"> - sharing - turn taking - being kind <p>Circle time for groups</p>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. Additional support for students can be requested from</p> <ul style="list-style-type: none"> - CAMHS - Social Care - Dreadnought - Aspires - Penhaligon Friends - Educational Psychologists - Behaviour support - ASD team - Dyslexia service <p>Students with specific medical conditions have individual health care plans. Students may have individual safety risk assessments where needed.</p>

7. 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> 
<p>All students have opportunities for social interaction, regardless of need.</p> <p>All students belong to a class.</p> <p>All students are invited on trips and visits.</p> <p>All students have playtime together.</p> <p>Circle time Golden time- reward system</p>	<p>Peer mentors/buddies for vulnerable children and young people.</p> <p>Dyslexia Champion ensures children who have dyslexia specific needs access their learning in a way where barriers to achievements are removed.</p> <p>Autism champion ensures social interaction opportunities for students with autism</p> <p>Time to talk / small group social interaction group</p>	<p>Students individually supported by TAs. TAs use social stories/ social rules with individual students.</p>

8. 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> 
<p>Some parts of the school are accessible to everyone including those students with SEND. Some classrooms are wheel chair accessible. Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. All areas of the school are creative, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment. The rewards and sanctions system is robust and displayed around the school. Interactive, stimulating and colourful displays.</p>	<p>An area for vulnerable students offers a quiet and supervised place for those who are unable to cope in unstructured times and ensures the opportunity to eat lunch away from the canteen.</p> <p>Some toilets adapted by height.</p>	<p>Specialist equipment in lessons and at lunchtimes enables disabled students to be independent.</p> <p>Includes;</p> <ul style="list-style-type: none"> -specialist chairs -switch and ICT programmes -specialist eating implements -specialist musical equipment -sensory equipment -disabled toilet <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p>

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> 
<p>There are strong links with feeder pre-schools and also with secondary schools.</p> <p>Pre-school regular visits- to and from. Learning together programme (3-4 years old).</p> <p>Secondary staff visit.</p> <p>Taster days/ Induction days for students in year 6. Transition day- whole school.</p> <p>Teachers talk to the next teacher if the child is moving up to another class. Class provision maps.</p>	<p>'Buddy' or peer systems are in place for students who are particularly vulnerable at transition.</p> <p>Students identified as possibly struggling with transition have additional visits</p> <p>The secondary school SENCO and designated teaching assistant is involved at the earliest stage possible.</p> <p>A transition passport is put together.</p> <p>SENCO network meetings for the feeder primary schools.</p> <p>Autism & Dyslexia champions support transition between classes and primary and secondary settings.</p>	<p>The secondary SENCO can attend year 6 annual reviews (and earlier if the parent requests).</p> <p>Gradual transition response to meet the child's needs.</p>

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Education Psychologist	Give advice about specific needs or children.	Child and family services 01208 72737
Speech and Language	Provide support and programmes for children with speech and language difficulties. Assess difficulties and then provide programmes to be delivered in school.	https://www.cornwallft.nhs.uk/services/childrens-services/childrens-speech-and-language-therapy/
Dyslexia Service	Give advice and support. Administer or advise on results of Dyslexia Screening Test.	dyslexia@cornwall.gov.uk
Occupational Therapist	Support assessing children with motor and coordination difficulties. Advise school and teachers on ways to support children in their educational setting.	Child Health Dept. 01872 254532
School Nurse Team	Provide support in school settings for parents and teachers if they have concerns.	Wadebridge Health Office 01208 256808
ASD Team	Provide educational advice for children who are diagnosed with Autism. Support teachers to develop programmes of support.	0300 1234 101
Behaviour Support	Supports teachers to develop strategies to teach children with behavioural and emotional difficulties.	01208 72737 cflynn@cornwall.gov.uk
Vision Support	Gives advice to schools on children with visual needs	vision.support@cornwall.gov.uk
Audiologist	SENCO and teachers can access audiology professionals for a hearing test.	hearing.support@cornwall.gov.uk 01726 61004

<p>Early Support Team</p>	<p>Professional support and advice from a lead professional with Cornwall Council. The team often raises 'Teams Around the Child' and 'Common Assessment Framework' meetings.</p>	<p>01872 322972 csfearlysupportservice@cornwall.gov.uk</p>
<p>PSA- St Petroc's</p>	<p>Support from the Parent Support Advisor through the Multi-Academy Trust. All concerns are welcome.</p>	<p>Sheila Jackson sheila.jackson@celticcross.education</p>