



Perranporth C P School

Revised: January 2018

Perranporth School Local Offer for Pupils with Special Educational Needs and Disability (SEND)

Perranporth School is an inclusive school and may offer the following range of provision to support children with SEND Intervention

The number of children on the SEND register at Perranporth School is **8.4%**

Social Skills programmes/support including strategies to enhance self-esteem

- Pupils are supported in short, small group sessions or 1-to-1 situations depending on their identified need to discuss strategies to develop self-esteem
- Our teaching and Learning Policy identifies that marking shows “what went well” with work as well as “it would be even better if” to enhance esteem.
- We have weekly Celebration Assemblies to reward effort, achievement, being a good citizen or sportsperson etc.
- We use SEAL materials in assemblies
- We organise small groups sessions for half a term focussing on confidence and self esteem.
- We have “Diamond Six Children” at playtime who are older, trained pupils who will play games with less confident children
- Each class has representation on the school parliament
- We use R-Time to promote positive behaviour
- We are a Thrive School and use the approach to develop personal, social and emotional education.

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- All staff have access to the software, to produce printed matter with visual prompts for a small number of children. We have Clicker 6 available throughout the school.
- We have access to Dragon Dictation to support pupils with their writing
- Access to laptops/ IPADs is part of universal class provision.
- Devices for additional recording e.g. cameras, video recorders, voice recorders, talking tins
- Audio books for group readers
- We invite Wayne John (Advisory Teacher - Physical Disabilities) to support us in implementing the correct provision e.g. Touch Type.
- We offer Touch Type sessions for those pupils who require the provision

Strategies/programmes to support speech and language

- We have access to a speech and language therapist via the local authority
- We will deliver programmes provided by Speech and Language Therapists, in conjunction with support provided by the child’s parents/carers at home in a 1-to-1 or individual setting (as suggested by the therapist).

- Supported “show and tell activities” for EYFS/KS1 pupils
- We promote the correct use of language in the classroom

Mentoring activities

- Talk partners and think, pair, share are strategies used in class
- We have employed an additional person at lunchtime to lead play activities and organise play
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Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their Provision map. An example of this might be by using the “Brainwave” or “Write from the Start” handwriting programmes.
- We provide some small items such as writing slopes or pencil grips as required.
- We liaise with a range of external agencies to ensure the best possible provision.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- We can provide “meet and greet” for anxious pupils, for example school refusers
- We have an open door policy for anxious parents or parents of anxious pupils.
- We allow targeted pupils to telephone parents at lunchtime for re-assurance if needed.
- We collaborate with our School Nurse to support pupils with emotional needs
- We organise additional transition work at school to support the transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children. We support all pupils with SEND to move year group with a move-up session with their new teacher. We provide photobooks of the new teacher/ classroom etc. for certain pupils who need a visual prompt. We use Thrive assessment to understand the children and identify gaps in their development.

Strategies to support/develop literacy

- All lessons are clearly differentiated to match the needs of individual learners.
- Small group/ individual support for example with additional reading or phonics
- Access to specific strategies such as “Big Write” or “Rapid Reading” for targeted individuals who meet the criteria for these interventions.
- Booster classes where appropriate in Y6, for children who are on the cusp of the next National Curriculum level, to enhance progress to this level.
- Interventions for those with specific difficulties games for those with specific learning needs e.g. TRUGS
- For a small number of pupils who meet the criteria we will ask for the support of outside agencies such as or our Educational Psychologist.
- Repetitive over learning strategies to practice certain targeted skills for individuals.
- Opportunities for alternative ways of recording, other than writing.

Strategies to support positive behaviour

- We have 3 school rules that follow the R-time principle.
- We promote positive behaviour strategies (in line with our Behaviour Policy) e.g. R-time, Thrive, visual timetables, home school agreement
- We reward positive behaviours e.g. Diamond tickets, Golden Lottery
- We work closely with the Behaviour Support Service to understand behaviours and implement the correct provision for individual children.
- We use external agencies such as ‘Family Works’ to support children and families

Strategies to support/develop numeracy

- All lessons are clearly differentiated to match the needs of the learners.
- Small group/ individual support for example with additional practice for number bonds or tables
- Use of Springboard and intervention materials for individual children
- Use of visual apparatus (universal teaching and learning) to support children in their learning
- Booster classes where appropriate in Y6, for children who are on the cusp of the next National Curriculum level, to enhance progress to this level.
- We provide 1:1 support for pupils who require additional intervention
- We monitor the effectiveness of each intervention through the scrutiny of data, marking and talking to the child about their learning.

Provision to facilitate/support access to the curriculum

- Access to apparatus for example for counting in maths, number squares and word mats and VCOP pyramids in literacy
- Personalised activities as appropriate and after discussion with the SENco and parents
- Use of iPads and other technology to support learning
- Teaching assistant support (with individual children with a EHCP) to ensure that all the resources they need are ready to enable access to the curriculum

Strategies/support to develop independent learning

- Vocabulary/learning walls displayed in classrooms
- Word mats, VCOP pyramids, access to ICT
- Seating arrangements to allow a working buddy
- Personalised and differentiated activities/lessons

Support/supervision at unstructured times of the day including personal care

- Teaching assistants and lunch time supervisors are available at lunchtime to lead play opportunities.
- Reminding pupils to visit the toilet frequently.
- Allowing certain pupils with medical needs quick access to use the toilet at any time
- Reminders to drink water frequently for certain pupils
- 1:1 support for children with an EHCP to support with feeding and personal care.

Planning and assessment

- We plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all.
- WE also plan additional provision for small groups (specific) and individuals to support learning needs.
- WE write provision maps for some pupils who are not making adequate progress.
- We assess pupils daily to see how they are accessing their learning (see Marking and feedback policy).
- For pupils with SEND we apply the criteria for access arrangement for pupils taking externally marked or moderated tests.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- All parents receive a full school report each year. If parents require a separate copy (for example with divorced parents) this can be arranged via the school office
- There are termly opportunities for all parents to review their child's progress at Parents Consultation Evenings or Open Afternoons
- There is an open door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters.
- For pupils with a Provision map the class teacher will contact parents termly to review progress and discuss new targets.
- For pupils working with outside agencies such as Speech and Language Therapist, Educational Psychologist, CAMHS etc. Parents will be invited into school to meet with these professionals to understand the nature of the support taking place.
- We contact parents to express our concerns and offer support to those whose children have poor attendance.
- We operate with the CAF system and have frequent Team Around the Child or Family meetings (TAC or TAF meeting) for some families.
- Occasionally we have Pastoral Support Plans in place with some families where children are at the risk of exclusion.

Access to Medical Interventions

- All staff are trained in basic first aid, care for pupils with epilepsy and anaphylaxis (Epi-pens)
- We make all reasonable adjustments, in accordance with a pupil's EHCP from their GP/Specialist Nurse, to support pupils (for example, those with ADHD)

Accessibility

- We are fully wheelchair accessible
- We have made visual enhancements
- We have organised adaptations to the school premises to make it inclusive for all children and their families.
- We have a fully adapted wet room.

Other policies linked to this offer

SEND	YES
Safeguarding	YES
Behaviour	YES
Equality and Diversity	YES



Designated member of staff: Nadia Lampier (SENco)

Senior member of staff responsible: Alistair Johnson (Head teacher)