



Special Educational Needs and Disabilities. Our School offer 2018-19

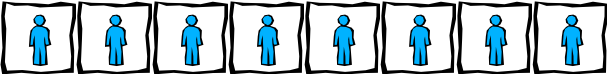


Whitemoor Academy, Whitemoor, St. Austell, Cornwall, PL26 7XH

01726 822274 Website: www.whitemoor.org.uk




Head of School: Mrs Gemma Hooper

SENDCO: Mss Ria Blake

1. Listening to and responding to children and young people




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| <p>The Universal Offer</p>  <p>Views and opinions of all pupils are valued by all members of the school community.</p> <p>Termly Parent's evenings for all children and parents/carers.</p> <p>Safeguarding and SEND concerns are discussed at all staff meetings and briefings.</p> <p>Termly monitoring visits from other senior leaders and Hub Councillors focuses on school improvement which covers SEND.</p> <p>We listen and respond to children via the School Council and through class discussions.</p> | <p>Additional Targeted Support and Provision</p>  <p>SEND pupils are included in all pupil voice/pupil conferencing groups.</p> <p>Staff are skilled in listening to and supporting children in their sharing their ideas and opinions.</p> | <p>Specialist Individualised Support and Provision</p>  <p>Termly meetings of children, parents, class teacher/SENCo/ Teaching assistant and child.</p> <p>Pupils' views are incorporated into Individual Education Plans (IEPs) which are shared with parents and children and reviewed in Progress meetings termly. IEPs are completed for children with a statement or EHCp or if the SENCo and parents feel it is relevant for their child.</p> <p>At annual reviews, childrens' views are taken into account.</p> <p>Pupils views are an integral part of TAC meetings, CHIN meetings and SEN reviews as described above.</p> |
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2.Partnership with parents and carers


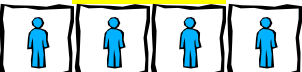

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| <p style="text-align: center;">The Universal Offer</p>  <p>The school works in partnership with all parents and carers through school events, welcome meetings at key transition times and arrange times to meet that suit them.</p> <p>We hold parent forum meetings.</p> <p>Parents and carers are invited to attend termly Parent's evenings and all parents receive notification of their child's achievement in relation to national expectations.</p> <p>Pupils reports are sent home each academic year.</p> <p>Parents encouraged to use 'parent view.'</p> <p>Where necessary, parents are given support to access multi-agency support.</p> <p>A varied way of contacting parents from school: weekly newsletters, texts, phone calls, social media and face to face discussions.</p> <p>Families are invited to attend information sessions: re supporting their children at home.</p> <p>Parents are able to contact school about concerns.</p> <p>Opportunities for parents to attend</p> | <p style="text-align: center;">Additional Targeted Support and Provision</p>  <p>Information on SEND sent out to new parents to raise any concerns before their child starts school. We encourage parents to come and discuss their concerns in person afterwards.</p> | <p style="text-align: center;">Specialist Individualised Support and Provision</p>  <p>Termly progress meeting with Parents and SENCo to discuss the child's learning needs when necessary.</p> <p>Specific out of school agencies including:</p> <ul style="list-style-type: none"> • CAMHS • Cornwall Dyslexia Team • Educational Psychologist • Early Support workers • Aspire SEN inclusion <p>Parents and carers are supported in attending, and are actively involved in, all TAC meetings and annual reviews where their views are an integral part.</p> <p>All documentation can be presented in a format that is accessible to parents.</p> |
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| groups/workshops relating to SEN. Information posted on the school notice board. | | |
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3.The Curriculum

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| <p>The Universal Offer</p>  <p>The curriculum is designed to ensure the inclusion of all pupils and our immersive learning approach provides exciting opportunities.</p> <p>All pupils, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>Assessments (including dyslexia testing) are used to identify pupils who need specific interventions.</p> <p>Parent evenings through the year and yearly reports to discuss pupils' work.</p> <p>Termly assessments on pupils' progress and attainment using P-scales and Classroom Monitor. This is assessed through 'pre-key stage foundation, working towards expectations, meeting expectation or exceeding expectations.' Pupils are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities.</p> | <p>Additional Targeted Support and Provision</p>  <p>Interventions are individual and needs led.</p> <p>The progress of pupils taking part in intervention groups are assessed on a regular basis.</p> <p>The interventions are adapted in light of student progress.</p> <p>Small group intervention includes:</p> <ul style="list-style-type: none"> - literacy – RWI, reading, toe by toe programme - numeracy - speech and language - social skills - Fun Fit – gross motor control sessions - Draw and Talk - Loss and Change | <p>Specialist Individualised Support and Provision</p>  <p>Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.</p> <p>Personalised timetable if necessary with targeted support for those children who need it most. This may include pre-teaching of new topics, personalised resources and targeting children's independent skills.</p> <p>Regular contact with parents.</p> <p>Support from outside professionals e.g. Educational Psychologist, Speech and Language, Occupational Therapist.</p> |
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4. Teaching and Learning

| The Universal Offer | Additional Targeted Support and Provision | Specialist Individualised Support and Provision |
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| <p>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 pupils.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Learning Objectives are displayed and discussed using 'We are learning to...' (WALT) or 'I can...'</p> <p>Alternative ways of recording are used such as using iPad software.</p> <p>Visual timetables used in all classrooms.</p> <p>Good quality training and CPD for all staff.</p> <p>Teaching Assistants are given extra opportunities to further their qualifications: eg Health and well-being champion.</p> | <p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none">- ensure understanding- facilitate learning- foster independence- keep pupils 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.</p> <p>Independent student learning is supported by the use of technology, for example:</p> <ul style="list-style-type: none">- iPads <p>Special examination arrangements are put in place for internal and external tests and examinations (reader, scribes etc)</p> | <p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>Personalised timetable if necessary.</p> <p>One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory difficulties, speech and language difficulties, Autism, severe literacy difficulties/Dyslexia and they have a statement or EHC.</p> <p>IEPs for pupils with Statements/Educational Health Plans. These are reviewed termly with parents and pupils.</p> <p>Task Management boards are used for pupils with specific timetable – to include interventions.</p> |




5. Self Help Skills and Independence

| The Universal Offer | Additional Targeted Support and Provision | Specialist Individualised Support and Provision |
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|  <p>Clearly labelled and laid out classrooms</p> <p>Resources available in class-rooms containing overlays, highlighters, dictionaries etc which promote independence.</p> <p>Classroom monitors with specific responsibilities.</p> <p>Consistent routines and behaviour expectations.</p> <p>Pupils have the opportunity to choose from many after school clubs, such as performing arts, Football, Netball, Cookery and construction clubs.</p> <p>PSHE lessons and assemblies to promote social and emotional well-being.</p> <p>All children have the opportunities to attend school trips and residential.</p> |  <p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</p> <p>Pupils can have access to:</p> <ul style="list-style-type: none"> - visual timetables/task management boards - learning passports - traffic light system <p>Group support:</p> <ul style="list-style-type: none"> - Social skills groups - Funfit - Loss and Change |  <p>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, e.g. asked peers, checked books, etc.</p> <p>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.</p> <p>Timetables are in place to support independence.</p> |




6. Health, Wellbeing & Emotional Support

| The Universal Offer | Additional Targeted Support and Provision | Specialist Individualised Support and Provision |
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|  <p>PSHE lessons include all pupils. SMSC values instilled through lessons and assemblies.</p> <p>Pupil issues are dealt with by trained staff, as they arise.</p> <p>Staff are first aid trained to ensure the safety of pupils.</p> <p>Pupils have access to a school nurse on a referral basis.</p> <p>After School clubs e.g. performing arts, football, Art, multi-sports.</p> <p>All pupils belong to a class/group.</p> <p>Resilience is promoted through sports events, school plays, school trips and other team activities.</p> <p>All children have the opportunity to run for school councillor.</p> |  <p>Small group work focuses on...</p> <ul style="list-style-type: none"> - self-esteem - social skills - life skills - anger management <p>Sportability and multi-skills events to aid resilience and emotional well-being</p> <p>Support at playtimes where needed.</p> |  <p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p> <p>Additional support for Pupils can be requested from</p> <ul style="list-style-type: none"> - CAMHS - Social Care - Dreadnought - Music therapy - Penhaligons Friends <p>Pupils with specific medical conditions have individual health care.</p> <p>Sensory Diet designed for individual pupils needs.</p> <p>Draw and Talk and Trauma informed schools interventions for social and emotional support.</p> |

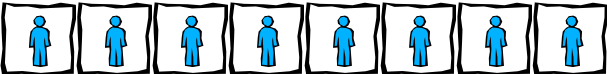
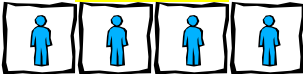

7 Social Interaction opportunities

| The Universal Offer | Additional Targeted Support and Provision | Specialist Individualised Support and Provision |
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|  <p>All children from Years 2 to 6 are given the opportunity to run for School Councillor each year.</p> <p>All children have the opportunity to join a club including: performing arts, football, multi-sports.</p> <p>Class performances and productions where everyone has a part.</p> <p>Collaborative working in class.</p> <p>Home visits are arranged for children entering Reception.</p> <p>There is a robust secondary transition and partnership with our main local feeder school.</p> |  <p>Socially Speaking intervention.</p> <p>Adult support at playtimes to encourage friendships and modelling of games.</p> |  <p>Advice from SALT</p> <p>Buddy system, particularly for new children to the school where necessary.</p> <p>Meetings with early years providers to discuss individual needs of pupils who will join Reception.</p> |

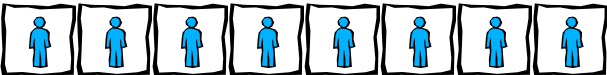
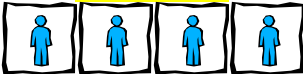

8. The Physical Environment (safety, accessibility, positive learning)

| The Universal Offer | Additional Targeted Support and Provision | Specialist Individualised Support and Provision |
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| <p>All areas of the school are accessible to everyone including those Pupils with SEND.</p> <p>All classes have wheel chair access and the school is wheelchair accessible.</p> <p>Pupils feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a named child protection teacher, 'Safeguarding Officer' and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment – Golden tickets are issued.</p> <p>The rewards and sanctions system is robust and displayed around the school.</p> | <p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Some toilets adapted by height.</p> <p>There are named adults who are 'team teach' trained.</p> <p>Quiet area is available.</p> | <p>Specialist equipment in practical lessons enables disabled Pupils to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p> |

9. Transition from year to year and setting to setting

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| <p>The Universal Offer</p>  <p>The EYFS class forms one of the four classes we have at Whitemoor.</p> <p>EYFS transition is well planned and takes place regularly.</p> <p>There are strong links with the Nursery schools. Children are identified who may need extra support and previous setting is worked with to ensure a successful transition.</p> <p>There are strong links with the receiving secondary schools. Children are identified who may need extra support and new school is worked with to ensure a successful transition.</p> <p>Taster sessions happen throughout the year and in a variety of curriculum areas.</p> <p>Children have 3 mornings in their new class the term before they move into their new class.</p> | <p>Additional Targeted Support and Provision</p>  <p>SENCO will liaise with pre-school and secondary school to ensure all information is shared before transition.</p> | <p>Specialist Individualised Support and Provision</p>  <p>Where necessary, individualised transition programmes are put in place.</p> |
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10 The SEND qualifications of, and SEND training attended by, our staff

| The Universal Offer | Additional Targeted Support and Provision | Specialist Individualised Support and Provision |
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|  <p>SENCo trained in the National Award for SEN.</p> <p>SENCo network meetings attended by the SENCo termly.</p> <p>Staff INSET days throughout the year.</p> <p>Weekly staff meetings.</p> <p>Support staff have NVQ 2/3 or equivalent/relevant training.</p> |  <p>TA meetings for those who work with specific children termly or half termly.</p> <p>Groups of staff are trained in a specific intervention e.g Precision teaching, Draw and Talk.</p> |  <p>Individualised training attended that will benefit specific children. E.g Effective questioning for children with ASD.</p> <p>The school has two people who are trained in how to use the Dyslexia Screening Test.</p> <p>TIS practitioners available for individual intervention.</p> |

11.Services and organisations that we work with (a few of the main ones):

| <u>Service/organisation</u> | <u>What they do in brief</u> |
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| Speech and Language therapist | Assess children on their language skills, receptive language and expressive language. Provide support on how to deliver speech and language based activities to promote improved speech or comprehension. |
| Educational Psychologist | They can provide assessments such as cognitive ability, provide support on behaviour and access to learning. |
| Occupational therapists | Provide programmes associated with sensory issues or movement and co-ordination issues. |
| Early Support | Co-ordinate and chair Team around the Child (TAC) meetings. Provide support for families and direct them to other relevant services. |
| Parent Support Adviser (PSA) | Co-ordinate and chair Team around the Child (TAC) meetings. Provide support for families and direct them to other relevant services. Carry out interventions with children. Run after school clubs. |

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

12. Pupil progress.

Parents meet with the SENCo and class teacher termly to discuss concerns and set targets for the following term using an Individual Education Plan (IEP). IEPs are completed for children with a statement or EHC or for children who require an IEP but don't have a statement or EHC. The concerns are discussed and actions are noted. An annual review is held to update progress and provision for those with a statement or EHC. An open door policy is used for parents to access the SENCo or class teacher as and when is needed at an appropriate time. Pupils are tracked using Classroom Monitor or if they are working below Year 1 level, their progress will be recorded using P scales. Progress is formally updated termly by the class teacher and fed back to the SENCo.

13. How we know how good our SEN provision is.

The Aspire charter mark ensures that as a school we are covering all aspects of SEND practise. Whitemoor has gained a bronze award in this.

We are always looking at ways to improve our knowledge and delivery of support to children with SEND. Staff are individually trained in areas that are of benefit to the children they work with regularly and we are developing roles across the school for individuals to be specialists in certain areas. This will be with support from the Aspire Incusion team.

As a small school, we are a friendly and approachable team with regular contact with parents and outside agencies. We see good practice as high quality first teaching. We are inclusive and we cater for a range of needs across the school. We are widely known for being a school that is a community based village school that includes all children regardless of their needs. Close relationships with outside agencies provide us with specialist support that is tailored to

the individual child. This provision is reviewed, updated and amended as needs change and staff are trained in a range of skills to allow for this individual provision to take place.

14. If you wish to complain.

If you wish to complain, contact the Head of School Gemma Hooper. Appointments or contact details can be obtained from the school office.

Frequently asked questions:

1. What should I do if I think my child may have special educational needs?

Discuss this with the child's class teacher and the SENCo. They can help you pin point any concerns and share experiences in school.

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

The class teacher is responsible for the progress and this is overseen by senior leaders and the SENCo where necessary.

3. How is the curriculum matched to my child's needs?

Each child is taught according to their age. This corresponds to the National Curriculum. E.g a Year 5 child works at the Year 5 standard in the Curriculum. For children working below their age expectation, the Curriculum is tailored to suit their needs. This might be at a lower age level or at P scale level. For children who are exceeding their age expectation, they deepen their knowledge and understanding of that standard rather than move up to the next year group.

4. How do school staff support me/my child?

The school will do whatever possible to support parents and children and will respond to questions or concerns with a positive approach.

5. How will I, and my child, know how well they are doing?

Termly meetings will be held for children who require a lot of extra support or if they have an IEP, statement or EHC.

6. How can you help me to support my child's learning?

We can give you suggestions based on evidence from our professional experience, recommendations from outside agencies and other professionals, sign post you to parent support groups or parent training sessions and help you to understand your child's next steps.

7. How is my child included in activities outside the classroom including school trips?

Careful planning goes into school trips. Each child is encouraged to participate in at least some of the activities to provide them with experiences outside of the classroom.

10. How accessible is the school environment?

The school is wheelchair user friendly and has a disabled parking bay outside the front of the school. Each classroom has an external door that leads out to the playground where children assemble for fire drills, home time and play time. We have two disabled toilets with changing facilities in one.

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

Your child will have planned transition days with their peers and they have the opportunity to chat with all staff members on a regular basis through playground duty, meeting and greeting in the morning, breakfast and after school clubs and assemblies.

12. Who can I contact for further information?

Your child's class teacher is the first point of call followed by the SENCo, Ria Blake, and then the Head of School Gemma Hooper.