

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



Aims and Objectives

- The governing body and Staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the appropriate governor has been informed by the LEA that a pupil has special educational needs, that these needs will be made known to all who are likely to work with them.
- The staff and governors of the school are aware of the importance of identifying and providing for those pupils who have special educational needs, and those who are higher attaining.
- The Head teacher, staff and governors will draw up and report annually on the policy and effectiveness of the school's work for pupils with special educational needs.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is practical and compatible with the pupil receiving the necessary provision, the efficient education of other children in the school and the efficient use of resources.




Responsible Persons

The responsible person for SEND is Mrs Emma Law




The governor responsible for SEND is Mrs Vicky Sanderson

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> 
<ul style="list-style-type: none"> • Detailed planning and objectives for literacy and numeracy with differentiated outcomes for all groups. • Termly opportunities for parents to meet teachers for all pupils. • Happy and Worry boxes • School Council • House Captains • Peer reading • Pupil conferencing • Children are encouraged to communicate via the virtual learning environment. 	<ul style="list-style-type: none"> • SEND pupils are included in all consultation groups. • Additional provision is developed in light of student voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil. • Pupils views are an integral part of TAC meetings and SEN reviews • Pupils views are incorporated into Personalised curriculums • All documentation is presented in a format that is accessible to the pupil.




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> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • Parents and carers attend parents meetings • Parents Questionnaire sent home annually • Parents encouraged to use 'parent view' • Where necessary parents are given support to access multi-agency support. • Parents are encouraged to communicate via the virtual learning environment. 	<ul style="list-style-type: none"> • Families are invited to attend information sessions; supporting their children at home. • Virtual sites such as 'My Maths' are available to support learning at home. • Parents are able to contact school about concerns face to face, email, VLE • Home/school communication book • 1:1 intervention communication 	<ul style="list-style-type: none"> • Parents and carers are supported in attending, and are actively involved in, all TAC meetings and reviews where their views are an integral part. • All documentation is presented in a format that is accessible to parents. • 'Meet and Greet', and 'End and Send' for individuals

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 designed to ensure the inclusion of all students. • All students, regardless of ability have full access to the curriculum. • All pupils boost their independent learning skills through systems such as learning buddies, 5 B's (Brain, board, book, buddy, boss), DUMTUMS, • Half termly data tracking and pupil progress meetings identify pupils who need specific interventions. • We use the Inspire curriculum to ensure a broad and balanced curriculum 	<ul style="list-style-type: none"> • Intervention packages are needs lead. • The progress of all students taking part in intervention groups is measured on a half termly basis. • The intervention packages are adapted in light of pupil progress. • Small group intervention includes a variety of personalised and published programmes. 	<ul style="list-style-type: none"> • Pupils are supported in accessing all areas of the curriculum regardless of their SEN, with adult support where necessary.

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"> • Clear learning intention: WALT • VAK range of teaching and learning styles • In-class differentiation of work/differentiation of outcomes for activities • Reinforcement or extension activities • Quality marking - positive comments, strengths and next steps identified • Non-written tasks: recording, taping, drawing, Teacher/TA scribing • Feedback from assessments - pupil conferencing • Working/learning walls and displays • Access to learning support materials - word lists/mats, number lines, 100 squares, literacy chest etc • Use of concrete equipment in numeracy • Visual timetable • Range of dictionaries and thesauruses - illustrated, dyslexia friendly, sound/idea banks, checklists • Adult support and position in class - Teacher and TA • Child's position in class • Whole school Golden Rules and Golden time system • Whole class golden time in line with whole school system 	<ul style="list-style-type: none"> • Springboard 3,4,5+6 • Overcoming Barriers materials • Reading schemes • Read, Write, Inc • Circle Time • Small group SEAL work • Socially Speaking • Guided reading • Guided writing • Peer reading • Keyboard Skills • Additional handwriting practice • Speed Recovery Handwriting • Counting to Calculating • Better Reading Partnerships • Fun Fit 	<ul style="list-style-type: none"> • Additional 1:1 reading • Paired reading • Pre-teaching • Speech and Language Therapy • Mentoring • Toe-by-toe • Barnardos counselling support • Teacher of the deaf • Vision support services • Home/School records

<ul style="list-style-type: none"> • House teams • Individual rewards and praise - positive reinforcements • Brain Gym activities • Mindfulness • Massage in Schools • Read, Write, Inc. - (F+KS1) • Chacewater Spelling scheme - (KS2) • Literacy target cards and display • Numeracy target cards and display • Steps to Success/writing frames/toolkits • IWB background colour/font size and type • Effective use of ICT by pupils and teacher • Writing slopes, pencil grips, handwriting pens • Whole school 'Wake and Shake/Fit and Fun • Sound-field amplified system (Classes 1, 2 and 3.) 		
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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"> • All pupils boost their independent learning skills through systems such as learning buddies, 5 B's (Brain, board, book, buddy, boss), DUMTUMS, • Appropriate, labelled, accessible resources are available in all classrooms to promote independence • All students have access to a regular homework club. • Whole school approach of 'REACHER' and 'ROLLER' as models of active, independent learning • Purple Pens of Progress - active feedback to marking used as per marking policy • Take-up time used in lessons to allow children to respond to marking and individual feedback. • Target cards showing next steps in learning 	<ul style="list-style-type: none"> • Students have personalised equipment to help them learn such as talking tins, overlays and number squares • Where necessary students have access to: visual timetables; task cards; and prompt cards. 	<ul style="list-style-type: none"> • Additional support is shared to build resilience in the young person so that they have self-coping strategies for when and if the TA is absent. • When appropriate personalised task boards and timetables are available to support independence. • Now and Next boards • Visual Timetables and Choosing boards • Makaton signs and symbols




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 include all students • Pupils have access to a school nurse on a referral basis. • Risk assessments and safety policies are in place to ensure all children are safe within the school. • Resilience is promoted through competitive sports events available to all where appropriate. • Celebration assembly held each week sharing Golden awards and outside achievements • Mindfulness • Peer Massage • School Council 	<ul style="list-style-type: none"> • If appropriate intervention groups to help self-esteem issues are available. • Bereavement counselling can be sought upon request. • Socially Speaking 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies. • Boxall profiling or similar is used to tailor provision. • Additional support for pupils can be requested from: CAMHS; social care; youth centres; dreadnought; Penhaligan's friends; CLEAR; Suzy project; Gwennak Kernow, Family Works Cornwall. • Students with specific medical conditions have an individual health care plan.

7. 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> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everybody. • Wheelchair access is available to all classes. • Pupils feel safe in an environment where bullying absolutely minimal and dealt with effectively. • There is a designated 'Designated Safeguarding Officer' (and deputies) and a named Child in Care teacher. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. • School has a robust Single Equality Scheme 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate. • Quiet areas are available. 	<ul style="list-style-type: none"> • Designated teaching areas are available • Dedicated resources matched to pupils' needs are made available.

8. 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"> • Strong links with the local pre-school. EYFS teacher clearly identifies pupils who may need extra support through transition sessions. • EYFS transition is well planned and takes place regularly and progressively. • EYFS teacher visits pre-school to aide transition. • There are strong links with the receiving Secondary school. Pastoral leads identify pupils who may need extra support. • Taster sessions for Secondary transfer happen throughout the year and in a variety of curriculum areas. • 'Move up' sessions across the school, allows all pupils to work with their new teacher. • Transition meetings between staff 	<ul style="list-style-type: none"> • SENCo liaises with Secondary schools and pre-schools to ensure all information is shared before transition. 	<ul style="list-style-type: none"> • Where necessary, individualised transition programmes are put in place including additional visits, photo books, school uniform in dressing-up-areas, activity days.

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 use a variety of assessment strategies which are monitored half termly to ensure the progress of all children. If your child is not making progress then further investigative measures will take place. The school has an open door policy so any educational issues can be aired at any time with staff.

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

The overall responsibility for your child's success lies with the head teacher and governing body, being supported by class teachers, teaching assistants, yourselves and your child.

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

Chacewater School has an inclusive ethos and aims to provide a broad and balanced curriculum which meets the interests and imagination of all children. Children who are identified as needing Special Support will have an individual plan which outlines how the curriculum is made accessible to them. All children in the school access differentiated lessons to match their needs as individual learners.

4. How will Chacewater school staff support my child?

Chacewater staff support all children to reach their full potential through differentiated teaching, individual targets, targeted interventions and pastoral care. School staff, including the teachers, Head Teacher, SENDCo, and Parent Support Advisor are available to parents for the discussion of individual needs where needed.

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

The school works in partnership with all parents and carers. Parents and carers attend progress review meetings twice a year and a formal report is sent home at the end of the year. Following this, an open afternoon is held to discuss any issues which may have arisen from the report.

6. What support will there be for my child's overall wellbeing?

The school ethos is 'Caring and Learning Together'. This encompasses the whole of the school community.

7. How do I know that my child is safe in school?

Risk assessments and safety policies are in place to ensure all children are safe within the school. Individual governors have responsibility for health and safety, and safeguarding.

9. What SEND training have the staff at school had or are having?

All staff have undertaken Makaton training, Autism Awareness Level 1, Dyslexia Training and the school has been awarded the Inclusive Dyslexia Friendly Schools Award.

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

Provision is made for all children to take part in all learning activities.

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

Appropriate resources are available in all classrooms to help all children. Interventions are tracked and monitored half-termly alongside pupil progress data meetings.

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

Staff and parents will create a child-focused plan, detailing the provision and targets needed to make progress when appropriate.

15. Who can I contact for further information?

You can contact us at school or Parent Partnership on 01736 751 921

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

Contact us at school, but if you feel your need is still not being met please refer to our complaints policy.

17. How is your local offer reviewed?

We review our local offer yearly, or at a time where individuals needs necessitate.