



NANSTALLON SCHOOL

AD VITAM PARAMUS

SCHOOL OFFER 2020 – 2021

What is SEND and the 'School Offer'?

SEND stands for Special Educational Needs and Disability.

The 2014 Code of Practice, implemented by the Department for Education (DfE), identifies four areas of special educational needs. These areas are:

- + **Communication and Interaction** (difficulties with communication/speaking and/or finding it difficult getting on with others)
- + **Cognition and Learning** (thinking and learning difficulties)
- + **Sensory and/or Physical** Issues
- + **Social, Mental and Emotional Health** Issues

All Local Authorities must publish information about how they support their pupils with SEND. This is called the "**Local Offer**". Schools must also publish information on their website about how they support SEND pupils within their own establishment; this is called the "**School Offer**".

All children are individuals, and their abilities in each area of the curriculum vary across a wide spectrum. A child is likely to have special educational needs if they require resources which are 'additional to and/or different from' those generally

available for other children of the same age, which goes beyond the normal approaches, and learning arrangements, provided by teachers as part of a high quality, personalised teaching approach.

For a small number of children, their needs may be better met at an alternative setting. In those circumstances, we have a role to support parents in identifying and accessing what is best for their child.

Who is responsible for ensuring SEND provision at our school?

Our class teachers:

Responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Our Special Educational Needs Co-Ordinator (SENDCo): Myra Winch

Monitors the provision of SEND in our school, liaises with outside agencies and provides advice for both parents and teachers.

Our Head teacher: Ben Stephenson

Monitoring progress and learning of all pupils in our school

Our SEND Governor: Sheena Morton

Supporting role for class teachers, SENCo and Headteacher

What provisions do we offer our children?

Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Mental and Emotional Health
<p><u>Universal provision</u> <i>Provision for all</i> <i>We use a 'Learning Power Approach' (*) in our school</i> <i>Children are able to choose where they complete their work in their classroom</i> <i>Children are encouraged to work together during activities</i> <i>Children work as a whole class; in small groups or individually on activities</i> <i>Independence encouraged from ages 4 to 11</i> <i>Learning is personalised for our pupils</i> <i>Visual aids, resources and modelling used throughout all classes</i> <i>Visual timetables used in classes</i> <i>Warnings of change to routines are highlighted to all the children</i></p>	<p><u>Universal provision</u> <i>Provision for all</i> <i>A 'Learning Powered Approach' (*) across our school</i> <i>Small class sizes with TA support</i> <i>Low level, high ceiling tasks/challenges</i> <i>Whole class, small group and individual work structure</i> <i>'C.O.O.L' (choose our own learning) challenges</i> <i>Repetition/ clarification of instructions</i> <i>Visual aids/modelling</i> <i>Visual timetables</i> <i>Resources readily accessible to all</i> <i>Welcoming book area in all classrooms</i> <i>Structured synthetic phonics approach - 'Giant Phonics'</i> <i>Individual white boards</i></p>	<p><u>Universal provision</u> <i>Provision for all</i> <i>Flexible seating arrangements</i> <i>Handwriting/fine motor skills support - 'Funky fingers' in EYFS and when required</i> <i>Specialist resources and multi-sensory equipment sourced and used as required – for example, pencil grips; triangular pencils; variety of types of scissors; variety of seating; headphones; quiet areas; light stimulants; safe space to run; rocking seats; plus other resources will be resourced as required</i> <i>Provision of left-handed equipment</i> <i>Sand and water play in EYFS and KS1 – if required it will be sourced and used at KS2</i></p>	<p><u>Universal provision</u> <i>Provision for all</i> <i>Whole school positive behaviour policy</i> <i>School rules and expectations</i> <i>Class charter and talk rules</i> <i>Individual jobs and responsibilities given to children</i> <i>Involvement in after school clubs</i> <i>TA support</i> <i>Support of lunchtime supervisors</i> <i>Variety of teaching styles to suit children's learning and emotional needs</i> <i>Good communication with all parents</i> <i>Supportive Parental Support Advisor available in school</i></p>

<p><i>ICT programmes used to support language development</i> <i>Repetition/clarification of instructions given as required</i> <i>Opportunities to work with children from other classes</i> <i>Reading buddies</i> <i>Role play/drama</i></p>	<p><i>Ipads for children</i> <i>Learning platform 'Seesaw' used to set task as required</i> <i>Tasks set on 'Seesaw' can have audible instructions and feedback for children to listen to</i> <i>Children encouraged to be 'independent learners'</i></p>	<p>Written class signs for class labels Yoga</p>	
<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Sensory and/or Physical</p>	<p>Social, Mental and Emotional Health</p>
<p><u>Targeted provision</u> <i>Provision for needs that are additional to and/or different from</i> 1:1 Speech and Language sessions Assess, Plan, Do, Review (APDR) in place Modelling of good language throughout our school</p>	<p><u>Targeted provision</u> <i>Provision for needs that are additional to and/or different from</i> Assess, Plan, Do, Review (APDR) in place Differentiated activities as required 'Seesaw' used to set activities – use of voice instructions</p>	<p><u>Targeted provision</u> <i>Provision for needs that are additional to and/or different from</i> Assess, Plan, Do, Review (APDR) in place Fine/gross motor skills support Sports events – additional preparations School trips – additional preparations</p>	<p><u>Targeted provision</u> <i>Provision for needs that are additional to and/or different from</i> Assess, Plan, Do, Review (APDR) in place Alternative lunch-time provision TIS (trauma informed schools)</p>

	Coloured paper and exercise books as and when required Precision teaching Small group work	ICT resources available	
Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Mental and Emotional Health
<p><u>Specialist provision</u> <i>Provision for specialist needs</i> Assess, Plan, Do, Review (APDR); or Educational Health Care Plan (EHCP) in place Personalised timetable as required Individual Speech therapy and care plans Intervention delivered by speech therapist Individual visual timetable/schedule Visual supports – eg Now/Next boards/choice boards Individual ICT programmes Individual work station Outside agency advice</p>	<p><u>Specialist provision</u> <i>Provision for specialist needs</i> Assess, Plan, Do, Review (APDR); or Educational Health Care Plan (EHCP) in place 1:1 support - Individual support for SATS Additional arrangements and planning for transitions, especially to secondary school Outside agency advice, including from the Cognition and learning team Tinted overlays/coloured exercise books Individual risk assessment</p>	<p><u>Specialist provision</u> <i>Provision for specialist needs</i> Assess, Plan, Do, Review (APDR); or Educational Health Care Plan (EHCP) in place Provision of specialist equipment - eg. Stress toys; chewelery; special cushion; weighted blanket TA support/monitoring at break and lunchtimes Individual planning and arrangements for transition Outside agency advice Individual risk assessment Personal Emergency Evacuation Plan Access to enlarged resources</p>	<p><u>Specialist provision</u> <i>Provision for specialist needs</i> Assess, Plan, Do, Review (APDR); or Educational Health Care Plan (EHCP) in place TA support Playtime and lunchtime monitoring/support Counselling from outside agency through referral system Individual workstation Daily/weekly feedback to parents face to face or telephone conversations Time out system and space provided Additional transition arrangements</p>

Individual risk assessments Personal Emergency Evacuation Plan	Personal Emergency Evacuation Plan	Awareness of fatigue – quiet area provided Scribe/use of ICT Physiotherapy exercises Wheelchair access Alternative PE curriculum as required Access to outside space	CAMHS involvement through referral Penhaligon’s Friends (bereavement support) 1:1 Badger School/forest school support Lego therapy TIS Individual risk assessment Personal Emergency Evacuation Plan
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* **‘Learning Powered Approach’** defined by Guy Claxton as "a way of teaching for teachers who value politeness and success, but who value other outcomes even more. They want to see children do as well as they can on the tests, to learn to read and write and do their maths, but – more than that – they also want them to grow in their independence, resourcefulness, creativity, curiosity; and capacity for thinking about and exploring important matters deeply – for themselves." (*‘Powering Up Children’* by Guy Claxton and Becky Carlzon; 2019; p9)

What is an APDR and a ‘Graduated Response’?

APDR stands for **‘Assess, Plan, Do, Review’**.

APDRs are completed for a child if their teacher has a concern about any aspect of their education; it does not mean that your child has SEND. The beginning stages of APDR are ways of monitoring observations and targeted interventions for your child over a period of six to eight weeks. Parent’s will be informed before this process begins and will be invited into school to discuss their child’s APDR at the end of each cycle (6-8 weeks); children are also involved in their APDRs.

A '**graduated response**' is the school's way of following through a concern about a child, which may lead to the child being placed on the SEND register of need.

Our school has 5 stages on our graduated response:

Stage 1 = Quality teaching for all

Stage 2 = '**On Alert**' - the child needs support that is different from and additional to the needs of their peers; intervention is planned to accelerate progress/close the gap; a child can also be placed on this stage if there is a SEMH concern that needs monitoring but no actual intervention. APDRs continue to be updated.

Stage 3 = '**Targeted**' At this stage the child is placed on our Record of Need (RON) - a child can be placed on this stage after completing a minimum of 2 cycles at stage 2; a child can also be placed directly at this stage if their needs are not going to be met at stage 2. APDRs are on-going.

Stage 4 = '**Specialist**' - at this stage the school is working closely with outside agencies and evidence is being gathered for application towards an Education, Health and Care Plan (EHCP). APDRs are on-going.

Stage 5 = **EHCP** - the child now has an EHCP; the school continues working with parents, outside agencies; APDRs are on-going;

What should I do if I think my child has SEND?

We, as a school, work closely with all our parents. If you have any concerns about your child, no matter how small, you should contact your child's class teacher as soon as possible. All teachers are available to talk to parents on a daily basis, but it may be easier to phone the school to make an appointment to ensure that the teacher has time to talk to you and not rush off to a club or meeting.

How will the school respond to my concern?

After the initial conversation, regarding your concerns, between yourself and your child's class teacher the following may happen:

- ✓ A longer meeting with yourself and your child's class teacher arranged to discuss your concerns further
- ✓ The class teacher would discuss your concerns with our SENCo.
- ✓ Our SENCo may investigate your concerns which might include making additional assessments, observations and discussions with other staff members who work with your child.

You will be kept informed about all stages of this process and will be invited back into school to meet with your child's class teacher and SENCo to discuss the next steps, if required.

How will the school decide if my child needs extra support?

The decision that your child needs extra support will be made by your child's class teacher, in consultation with you and our SENCo. Your child will be placed on stage 2 of our graduated response and an APDR written.

If the identified need/barrier to learning requires significant support and resources, the decision to place a child on the school's RON will be taken. At all stages of this process, you will be informed and invited into school to discuss your child's needs and progress.

Who will support my child in school?

- ✓ Teachers
- ✓ Teaching assistants (TA)
- ✓ Headteacher
- ✓ Lunchtime Supervisors

Who else might be involved in supporting my child at school?

- ✓ Educational Psychologist (Ed Psych)
- ✓ Speech and Language Therapist (SALT)
- ✓ Child and Adolescent Mental Health Service (CAMHS)
- ✓ Behaviour Support Services
- ✓ Dyslexia Support Service
- ✓ Autism Spectrum Team
- ✓ Audiology Service for the Visually Impaired
- ✓ Occupational Therapists,
- ✓ Physiotherapists
- ✓ Early Years Team
- ✓ Early Support Parent Partnership Service
- ✓ Contact a Parent Service
- ✓ AAC Augmentative and Alternative Communication Support
- ✓ Children IN Care (CICESS)
- ✓ Outreach from Specialist schools
- ✓ Other agencies such as Dreadnought, Scallywags, Badger Forest School

What support will there be for my child's emotional and social well-being?

Pastoral and social support:

Emotional and social needs are met on an individual needs basis. In our school, we provide lunchtime support clubs, when required, to promote positive play and inclusion for all. We also have a link to 'Badger Forest School' that provides 1:1 forest school provision for any child requiring nurturing and/or social and/or mental support.

Where further advice is needed from a qualified professional, a referral may be made to the Child and Adolescent Mental Health Service (CAMHS) or the Early Help Team.

Medication:

For children with needs which require prescription medication to be taken in school, these needs can usually be met by arrangement with the school.

Behaviour:

The values and ethos of our school promotes positive behaviour. Our positive behaviour policy is available to be downloaded from our school website or by clicking on the link in the 'useful links' section of this offer.

Other useful links:

Our school's annual SEND Information report can be found at: <https://nanstallonschool.co.uk/parents/send/>

Our school's accessibility plan can be found at: <https://nanstallonschool.co.uk/parents/send/>

Our school's positive behaviour policy can be found at: <https://nanstallonschool.co.uk/key-information/policies/>

The 'local offer' can be found at:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

Our Graduated Response can be found on our school offer

Equal opportunities policy can be found at: <https://nanstallonschool.co.uk/key-information/policies/>

Safeguarding Policy can be found at: <https://nanstallonschool.co.uk/key-information/policies/> or <https://nanstallonschool.co.uk/key-information/safeguarding/>

Medical Needs Policy can be found at: <https://nanstallonschool.co.uk/parents/send/>

Equality Policy can be found at: <https://nanstallonschool.co.uk/key-information/policies/>