



NANSTALLON SCHOOL

AD VITAM PARAMUS

SCHOOL OFFER 2021 – 2022

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**": a link to this site can be found at the end of this document.

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: Our teachers are 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 and Disability 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 Monitors progress and learning of all pupils in our school and is also our designated teacher.

Our SEND Governor: Sheena Morton has a supporting role for our staff, 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 |
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| <p><u>Universal provision</u> <i>Provision for all High Quality Teaching</i> Children are encouraged to work together during activities Children work as a whole class; in small groups or individually on activities Independence encouraged from Year Reception through to Year 6 Learning is personalised for our pupils Visual aids, resources and modelling used throughout all classes Visual timetables used in classes Warnings of change to routines are brought to the attention of all the children ICT programmes used to support language development</p> | <p><u>Universal provision</u> <i>Provision for all High Quality Teaching</i> Children are able to choose where they complete their work in their classroom Small class sizes with TA support Low level, high ceiling tasks/challenges Whole class, small group and individual work structure 'C.O.O.L' (choose our own learning) challenges Repetition/ clarification of instructions Visual aids/modelling Visual timetables Resources readily accessible to all Welcoming book area in all classrooms Structured synthetic phonics approach – 'Letters and Sounds'</p> | <p><u>Universal provision</u> <i>Provision for all High Quality Teaching</i> Low arousal classrooms Flexible seating arrangements Handwriting/fine motor skills support - 'Funky fingers' in EYFS Funfit for KS1 & 2 pupils 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; writing slopes; headphones; quiet areas; light stimulants; safe space to run; rocking seats; plus other resources will be resourced as required Provision of left-handed equipment</p> | <p><u>Universal provision</u> <i>Provision for all High Quality Teaching</i> Whole school positive behaviour policy School rules and expectations Class charter and talk rules Individual jobs and responsibilities given to children Involvement in after school clubs TA support Support of lunchtime supervisors Variety of teaching styles to suit children's learning and emotional needs Good communication with all parents Supportive Parental Support Advisor available in school Yoga/meditation/tai chi Trauma Informed staff</p> |

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| <p>Repetition/clarification of instructions given as required Opportunities to work with children from other classes Role play/drama</p> | <p>Ipads for children Learning platform 'Seesaw' used to set task as required Tasks set on 'Seesaw' can have audible instructions and feedback for children to listen to Children encouraged to be 'independent learners'</p> | <p>Sand and water play in EYFS and KS1 – if required it will be sourced and used at KS2 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 Initial concerns or 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> Initial concerns or 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> Initial concerns or Assess, Plan, Do, Review (APDR) in place Fine/gross motor skills support Sports events – additional preparations</p> | <p><u>Targeted provision</u> <i>Provision for needs that are additional to and/or different from</i> Initial concerns or Assess, Plan, Do, Review (APDR) in place Alternative lunch-time provision TIS (trauma informed schools) Social stories</p> |

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| | <p>Coloured paper and exercise books as and when required</p> <p>Precision teaching</p> <p>Small group work</p> <p>Individual support for SATS if required (eg. Reader; extra time)</p> | <p>School trips – additional preparations</p> <p>ICT resources available</p> <p>Quiet areas for working</p> <p>Voice recognition software (seesaw app)</p> <p>Provision of specialist equipment - eg. Stress toys; chewelery; wobble cushion; sit and slope cushion</p> <p>weighted blanket</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>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</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 (eg. Reader; extra time) Additional arrangements and planning for transitions, especially to secondary school</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; wobble cushion; sit and slope cushion weighted blanket TA support/monitoring at break and lunchtimes</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</p> |

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| <p>Visual supports – eg Now/Next boards/choice boards Individual ICT programs Individual work station Outside agency advice Individual risk assessments Personal Emergency Evacuation Plan</p> | <p>Outside agency advice, including from the Cognition and learning team Tinted overlays/coloured exercise books Individual risk assessment Personal Emergency Evacuation Plan</p> | <p>Individual planning and arrangements for transition Outside agency advice Individual risk assessment Personal Emergency Evacuation Plan Access to enlarged resources Awareness of fatigue – quiet area provided Scribe/use of ICT Physiotherapy exercises Wheelchair access Alternative PE curriculum as required Access to outside space</p> | <p>Daily/weekly feedback to parents face to face or telephone conversations Time out system and space provided Additional transition arrangements 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</p> |
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How will the school record and review the progress of pupils with SEND?

Recording and reviewing the progress of children with SEND needs to be done in accordance with the SEND code of practice which states that:

6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The SEND code of practice defines a 'graduated approach' as:

"a model of action and intervention in education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

What does our graduated approach look like?

| Stage | Provision required | Support and provision | Assessment, recording and monitoring systems | Monitored by |
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| 1 | Universal provision | See our 'High Quality Teaching at Nanstallon School' document | <ul style="list-style-type: none"> Differentiated planning and outcomes Assessment for Learning systems used to identify strengths/gaps Reviewed at Pupil Progress and SEND Review meetings with all staff members, termly | Class Teacher |
| 2 | Early intervention support (Not on SEN Register) | In addition to Stage 1: <ul style="list-style-type: none"> Support within class through small groups and individual support (e.g. cut away, workshops) Differentiation of the curriculum to meet individual learning needs Tools and resources to support access | <ul style="list-style-type: none"> Differentiated planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress and SEND Review meetings with all staff members, termly. Assessment for Learning systems used to identify strengths/gaps | Class Teacher |
| 3 | Targeted, additional support (Not on SEN Register) | In addition to Stages 1 - 2: <ul style="list-style-type: none"> Initial concerns sheet started: inclusion of parents and child as part of a plan-do-review cycle of targeted assessments Investigation of strengths and needs Early intervention and personalised provision Targeted support within class through small groups and | <ul style="list-style-type: none"> SENCo made aware (Initial concern sheet completed by class teacher detailing evidence of intervention, impact and outcomes) Differentiated planning and outcomes Pupil aware of learning targets | Class Teacher SENCo |

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| | | <p>working individually with an adult</p> <ul style="list-style-type: none"> • Additional group or individual programmes: interventions delivered individually or in small groups between 8-20 weeks (e.g. SEMH support, phonics and reading interventions etc). Reviewed 6 weekly. • Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording • Tools and resources to support access | <ul style="list-style-type: none"> • Reviewed at Pupil Progress meetings with SENCo and whole staff at termly meetings • Assessment for Learning systems used to identify strengths/gaps • Intervention records completed weekly to record progress | |
| 4 | <p>Targeted, intensive additional support</p> <p>(SEN register)</p> | <p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> • Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, CAMHS. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Assess, Plan, Do, Review (APDR) reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate | <ul style="list-style-type: none"> • Assess, Plan, Do, Review with at least termly review • Progress meeting with SENCo at least termly (with whole staff if possible) • SENCo monitoring provision • Intervention identified on whole school provision map. | <p>Class Teacher SENCo</p> |

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| | | <ul style="list-style-type: none"> Individual modifications to the curriculum | | |
| | Request for a Statutory Assessment | <ul style="list-style-type: none"> As above | | |
| 5 | <p>Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p> | <p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS. Personalised support, working on an individualised curriculum High levels of adult support and modelling to enable access to the curriculum Personalised resources e.g. work station if appropriate Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Assess, Plan, Do, Review reviewed half termly Identified on school provision map, reviewed at least termly Access to an adapted environment if appropriate Individual modifications to the curriculum | <ul style="list-style-type: none"> Annual Review Meeting Annual Review Report Pupil Passport if required Assess, Plan, Do, Review reviewed at least termly Termly progress meeting with SENCo Intervention identified on whole school provision map. | Class Teacher SENCo |

What is an APDR?

APDR stands for '**Assess, Plan, Do, Review**'.

APDRs are completed for a child if they have a special educational need. Parents 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. Pupils are also involved with their APDRs.



ASSESS: This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to the pupils individualized need. This process will help identify any barriers to learning, and a clear picture of any interventions being used should be recorded.

In the assessment stage, all previous interventions/evidence/observations/comments from parents and/or child should be used to support the plan.

PLAN: This is where teachers, parents and the pupil plan actions to support the identified needs. Outside agency support needs to be planned for, and any cost implications need to be thought about and recorded. Targets are created which will be reviewed at the end of each cycle.

DO: This is the part of the cycle where the plan is put into place and the targets are worked on. Depending on the child's needs, this usually takes place over a term. However, if the child has an EHCP the APDR will be reviewed half termly.

REVIEW: This is perhaps the most important stage of the whole process. What has gone well, or not so well? What progress, if any has been made? Did everything happen/go according to plan – if not, why not? Were adaptations required? At this stage it is also important to discuss next steps from the school/parent and child point of view. The next steps will usually impact the assessment and planning stage of the new APDR.

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 will be arranged to discuss your concerns further
- ✓ The class teacher will discuss your concerns with our SENDCo.
- ✓ Our SENDCo 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 SENDCo to discuss the next steps, if required.

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

Class teachers will follow our school's graduated approach model. To support the needs of the child and identify possible barriers to learning, an initial concern form may be completed by the class teacher, in consultation with the child and their parents. This form will highlight any interventions that have taken place, and detail a plan for future intervention work. Initial concern forms are reviewed half termly and can be repeated if necessary. At the review stage it may be deemed appropriate for the child to be placed on the school's record of need if the identified need/barrier to learning requires significant support and/or resources - an APDR form would then be completed.

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/>

Our High Quality teaching document 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>

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/>