



NANSTALLON SCHOOL

AD VITAM PARAMUS

SCHOOL OFFER

September 2023 – July 2024

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: 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?

<p>Communication and Interaction <u>Universal provision</u> <i>Provision for all High Quality Teaching</i></p>	<p>Cognition and Learning <u>Universal provision</u> <i>Provision for all High Quality Teaching</i></p>	<p>Sensory and/or Physical <u>Universal provision</u> <i>Provision for all High Quality Teaching</i></p>	<p>Social, Mental and Emotional Health <u>Universal provision</u> <i>Provision for all High Quality Teaching</i></p>
<p>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>Children are able to choose where they complete their work in their classroom 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 Structured synthetic phonics approach – 'Letters and Sounds' I pads for children Learning platform 'Seesaw' used to set task as required</p>	<p>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>Whole school positive behaviour policy School rules and expectations 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 Yoga/meditation/tai chi Trauma Informed staff Meet and greet policy Positive behaviour policy</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>Tasks set on 'Seesaw' can have audible instructions and feedback for children to listen to Children encouraged to be 'independent learners' Buff coloured paper used as standard for photocopied work/paper work</p>	<p>Sand and water play in EYFS and KS1 – if required it will be sourced and used at KS2 Yoga/tai chi/meditation Regular movement breaks for children Sensory resources available in classrooms</p>	

Communication and Interaction <u>Targeted provision</u>	Cognition and Learning <u>Targeted provision</u>	Sensory and/or Physical <u>Targeted provision</u>	Social, Mental and Emotional Health <u>Targeted provision</u>
<p><i>Provision for needs that are additional to and/or different from</i></p> <p>1:1 Speech and Language sessions</p> <p>Initial concerns or Assess, Plan, Do, Review (APDR) in place</p> <p>Modelling of good language throughout our school</p> <p>Lego therapy</p>	<p><i>Provision for needs that are additional to and/or different from</i></p> <p>Initial concerns or Assess, Plan, Do, Review (APDR) in place</p> <p>Differentiated activities as required</p> <p>'Seesaw' used to set activities – use of voice instructions</p> <p>Coloured paper and exercise books as and when required; tinted over lays if required</p> <p>Small group work</p> <p>Individual support for SATS if required (eg. Reader; extra time)</p>	<p><i>Provision for needs that are additional to and/or different from</i></p> <p>Initial concerns or Assess, Plan, Do, Review (APDR) in place</p> <p>Fine/gross motor skills support</p> <p>Sports events – additional preparations</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>Pencils & pens labelled to support colour vision deficiency</p>	<p><i>Provision for needs that are additional to and/or different from</i></p> <p>Initial concerns or Assess, Plan, Do, Review (APDR) in place</p> <p>Alternative lunch-time provision</p> <p>TIS practitioners available in school to work with pupils (trauma informed schools)</p> <p>Social stories to support various events/situations/transitions</p> <p>Lego therapy</p>

Communication and Interaction <u>Specialist provision</u> <i>Provision for specialist needs</i>	Cognition and Learning <u>Specialist provision</u> <i>Provision for specialist needs</i>	Sensory and/or Physical <u>Specialist provision</u> <i>Provision for specialist needs</i>	Social, Mental and Emotional Health <u>Specialist provision</u> <i>Provision for specialist needs</i>
<p>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 programs Individual work station Outside agency advice Individual risk assessments Personal Emergency Evacuation Plan</p>	<p>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 Outside agency advice, including from the Cognition and learning team involvement Individual risk assessment Personal Emergency Evacuation Plan</p>	<p>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: resources are sources as required Textured sensory aids 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 Awareness of fatigue – quiet area provided</p>	<p>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 – use of NHS mental health support worker Play therapy from trained specialist Individual workstation Daily/weekly feedback to parents face to face or telephone conversations Time out system and space provided Additional transition arrangements CAMHS involvement through referral</p>

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		Scribe/use of ICT Physiotherapy exercises Wheelchair access Alternative PE curriculum as required Access to outside space	Penhaligon's Friends (bereavement support) Wave project TIS informed practitioners in school Individual risk assessment Personal Emergency Evacuation Plan

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.

What is a Learning Support Plan (LSP)?

A 'Learning Support Plan' is completed for a child if they have a special educational need. It is a document written by the class teacher detailing the needs of the child: it also includes the voice of the pupil and parent.

The LSP follows the four-part cycle as required by the SEND Code of Practice. The four parts to this cycle are:

Assess: Plan: Do: Review (APDR).

Parent's will be informed before this process begins and will be invited into school to discuss their child's LSP at the end of each cycle.

APDRs Explained

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



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.

Our Graduated Response to supporting pupils with SEND

- 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?

In consultation with the child and their parents, the school may decide to provide additional support for individual, or groups of pupils. The decision that your child needs extra support will be made by your child's class teacher, in consultation with you and our SENDCo. This support will be recorded on an initial concern form and will be reviewed termly.

If the identified need/barrier to learning requires significant support and resources that are different from and/or additional to the needs of other children in the class, then the decision to place the child on the school's record of need (SEN Support) will be taken.

At all stages of this process, the parent will be involved with this process and kept up-to-date of progress through termly review meetings with their class teacher and/or SENDCo.

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)
- ✓ NHS mental health support worker
- ✓ Sensory processing disorder advisor
- ✓ Play therapist
- ✓ Behaviour Support Services
- ✓ Dyslexia Support Service
- ✓ Autism Spectrum Team
- ✓ Cognition & Learning 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. All staff have had training in supporting children and adults positive mental health issues.

- The Senior Mental Health Lead in our school is Myra Winch (SENDCo; Year Reception teacher).
- The wellbeing champion in our school is Arran Langdon (year 6 teacher).

In our school, we provide lunchtime support clubs, when required, to promote positive play and inclusion for all. Each child's needs are assessed on an individual basis and their interventions planned on an individual basis. 1:1 interventions to support mental health needs are offered as and when required.

Parents are also offered support. Our SENDCo, Myra Winch, will contact parents and provide support as required. Parents can be signposted to different agencies through these discussions.

We work with a NHS mental health support worker – Jenine Rogers. Help from Jenine can be arranged by requesting an assessment of need.

A parent café, run and organized by Jenine Rogers, occurs most terms. Last year, we had sessions on coping with challenging behaviours; difficulties sleeping; and anxieties

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. Parents are able to make this referral by themselves, or school can make the referral.

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/>