



NANSTALLON SCHOOL

AD VITAM PARAMUS

SCHOOL OFFER

September 2024 – July 2025

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): Ben Stephenson monitors the provision of SEND in our school, alongside Laura Dearing (SENDCo Assistant) and 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: Georgie Collins has a supporting role for our staff, SENCo and Headteacher.

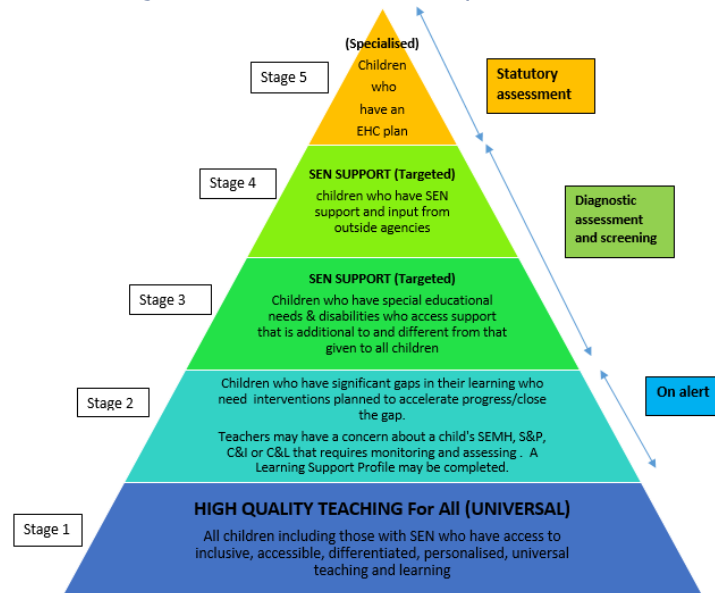
Our Graduated Approach to learning needs at Nanstallon School:

The SEN 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.”

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.’ SEND Code of Practice p94

What provisions do



Definitions: SEMH = Social, Emotional, Mental Health needs; S&P = Sensory & Physical needs; C&I = Communication & Interaction needs; C&L = Cognition and learning needs

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><u>COMMUNICATION & INTERACTION</u></p> <ul style="list-style-type: none"> • Continuous provision (COOL Time YR-2) and/or project management (AIM time Y3-6) to develop collaboration, independence and talk • Planned opportunities to practise communication (e.g. structured group tasks, pupil parliament, role play) • Clear modelling of positively stated expectations by all adults • Flexible grouping arrangements • Visual supports (timetables, task lists, modelling) • TAs in all classrooms supporting peer interaction and language development 	<p><u>COGNITION & LEARNING</u></p> <ul style="list-style-type: none"> • High-Quality Teaching across the school (see HQT framework) • Low-floor, high-ceiling tasks promoting challenge for all • Structured synthetic phonics programme • Explicit modelling, repetition and clarification of instructions • Visual scaffolds and accessible resources • iPads to support independence (including speech/audio support via Seesaw) • Consistent routines across classes • Dyslexia-friendly presentation (buff paper as standard) 	<p><u>SOCIAL, EMOTIONAL & MENTAL HEALTH</u></p> <ul style="list-style-type: none"> • Daily meet and greet • Trauma-informed staff • Calm spaces available during break/lunchtime • Consistent behaviour expectations and relational approaches • Whole-school focus on resilience, self-esteem and positive behaviour • Access to NHS mental health worker (class-based and referral) • Continuous provision (COOL Time YR-2) and/or project management (AIM time Y3-6) supporting movement, autonomy/agency and regulation 	<p><u>SENSORY & PHYSICAL</u></p> <ul style="list-style-type: none"> • Movement breaks embedded throughout the day • Flexible seating (wobble cushions, yoga balls) • Noise-reducing headphones available • Low-arousal classroom environments • Alternative equipment (pencil grips, adapted scissors, chunky pencils) • Option to leave class early to avoid sensory overload in corridors • Recognition that equality of access may require different approaches

Communication and Interaction <u>Targeted provision</u> <i>Provision for needs that are additional to and/or different from</i>	Cognition and Learning <u>Targeted provision</u> <i>Provision for needs that are additional to and/or different from</i>	Sensory and/or Physical <u>Targeted provision</u> <i>Provision for needs that are additional to and/or different from</i>	Social, Mental and Emotional Health <u>Targeted provision</u> <i>Provision for needs that are additional to and/or different from</i>
<ul style="list-style-type: none"> • Small-group or 1:1 speech and language sessions • APDR cycles (Assess–Plan–Do–Review) • Targeted language modelling and vocabulary scaffolds • Structured social communication groups • Lego therapy • Structured vocabulary pre-teaching • Colourful Semantics • Speech sound programmes delivered by trained TA • Visual sentence scaffolds 	<ul style="list-style-type: none"> • Differentiated tasks and scaffolded instruction • Use of voice instructions and assistive technology (e.g. Seesaw) • Adapted recording (coloured paper, overlays, enlarged text) • Small-group phonics, reading and maths interventions • SATs access arrangements where required (e.g. reader, extra time) • Precision teaching • Overlearning and cumulative review sessions • Pre-teaching of key vocabulary • Retrieval practice sessions • Working memory scaffolds (visual task cards, chunking systems) 	<ul style="list-style-type: none"> • Fine and gross motor skill support • Additional preparation for sports events and trips • Access to ICT and voice recognition software • Quiet workspaces • Sensory tools (e.g. wobble cushion, chew tools, weighted lap pad) • Writing adaptations (e.g. pencil grips, sloping boards) • Handwriting intervention groups 	<ul style="list-style-type: none"> • Alternative or supported lunchtime provision • Trauma-informed / thrive check-ins • Social stories for transitions and events • Lego therapy • Structured emotional regulation strategies • Thrive assessment • Boxhall profile • Emotion coaching

<p>Communication and Interaction <u>Specialist provision</u> <i>Provision for specialist needs</i></p>	<p>Cognition and Learning <u>Specialist provision</u> <i>Provision for specialist needs</i></p>	<p>Sensory and/or Physical <u>Specialist provision</u> <i>Provision for specialist needs</i></p>	<p>Social, Mental and Emotional Health <u>Specialist provision</u> <i>Provision for specialist needs</i></p>
<ul style="list-style-type: none"> • Personalised timetable • Individual speech and language therapy (delivered or advised by SALT) • Individual communication plans and visual schedules • Now/Next boards and structured choice boards • Individual ICT programmes • Outside agency advice and reports • Risk assessments and Personal Emergency Evacuation Plans (PEEPs) • SALT-directed programmes implemented by school staff • Autism-specific structured approaches • AAC (Augmentative & Alternative Communication) 	<ul style="list-style-type: none"> • 1:1 structured academic support • Specialist SATs access arrangements • Individual transition planning (e.g. to secondary school) • Advice from Cognition & Learning team • Individual risk assessments and PEEPs • Specialist teacher assessment • Dyslexia Screening Pathway • Dyscalculia Screening Pathway 	<ul style="list-style-type: none"> • Specialist sensory equipment • Individual planning for transitions and access • External agency involvement (e.g. OT, physiotherapy) • TA monitoring at unstructured times • Enlarged resources or adapted materials • Fatigue management and quiet recovery space • Scribe or ICT support • Wheelchair accessibility • PEEPs and risk assessments • Alternative PE curriculum as required • Access to outside space • Occupational therapy 	<ul style="list-style-type: none"> • Individual TA support • Playtime and lunchtime supervision • Counselling (via referral pathways) • Play therapy • Individual workstations • Structured time-out and regulation spaces • CAMHS involvement • Multi-agency collaboration • Bereavement or external wellbeing programmes • Enhanced transition support • Trauma informed / Thrive practitioners in school • Individual risk assessment • Personal Emergency Evacuation Plan (PEEP)

<ul style="list-style-type: none"> • Social communication profiles 			
---	--	--	--

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 ensure that support and intervention individualized need. This process will and a clear picture of any interventions In the assessment stage, all previous



reviewed regularly. This will help are matched to the pupils help identify any barriers to learning, being used should be recorded.

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.

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 (MHST)
- ✓ 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 Inclusion 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 Ben Stephenson (SENDCo; headteacher).
- 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 or SENDCo assistant, 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 team. Support can be arranged by requesting an assessment of need. The MHST also signposts regular parent support programmes such as SPACE.

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/>