



North Petherwin and Werrington Schools (Part of the ANDARAS Multi-Academy Trust)

Our 'Local Offer' for Special Educational Needs and Disability (SEND) 2019 - 2020



North Petherwin and Werrington Primary Schools are committed to equality and inclusion for all. We strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. The range of support deployed will be tailored to individual needs following thorough assessment by internal and external agencies. It is designed to promote pupils working towards becoming independent and resilient learners.

Our local offer details the provision that we provide within our schools and the services that we access in order to make the best endeavours to meet the needs of all children within the school, including those with additional needs and disabilities.

Name and contact details of the Special Educational Needs and Disabilities Coordinator:




Mrs Emma Godwin, based at North Petherwin Primary School, Brazzacott, Launceston, PL15 8NE. Tel: 01566 785886

Mr Jonny Phillpotts (Head of School)




Miss Jo-Anne Callow (Executive Head-teacher - North Petherwin, Werrington and Windmill Schools.)

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> 
<p>Pupils feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</p> <p>The views and opinions of all students are valued.</p> <p>Pupil voice is represented in all aspects of school. The school has a school Parliament which all children are involved in. Children make up the four Parliament committees.</p> <p>Suggestion boxes are within classrooms and the reception area.</p>	<p>School voice is embedded within our school.</p> <p>Pupils from each year group are on the Rights Respecting school committee.</p> <p>Every pupil within the school is part of the 'School Parliament'. They sit on one of the four committees and meet half-termly.</p> <p>Pupils with SEN and those receiving Pupil Premium are part of Parliament and the Rights Respecting School Steering group.</p>	<p>Pupil's views are an integral part of TAC meetings and SEN annual reviews/EHC Plans.</p> <p>IEPs are written for children with EHCP, these are reviewed on an ongoing basis and are updated and changed twice yearly as a minimum.</p> <p>Children on the Record of Need, including SEN Support level and Monitoring level have provision maps which are reviewed termly.</p> <p>Pupil Premium children have provision maps which are reviewed termly.</p> <p>All documentation is presented in a format that is accessible to the pupil.</p>

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> 
<p>The school works in partnership with all parents and carers.</p> <p>Parents receive a half-termly curriculum newsletter with information on their children's topics.</p> <p>Parents are welcome to meet with the teachers, SENDCo and Head of School to discuss any concerns formally and informally.</p> <p>The parents/carers attend parent meetings twice a year as a minimum.</p> <p>Parents receive an end of academic year written report, which outlines their child's achievements, progress and targets.</p> <p>The school reading record encourages written dialogue between families/parents and school.</p> <p>Parent/carers know exactly who to contact if they have any concerns.</p> <p>The school website enables parent/carers to</p>	<p>Parents are able to contact school regarding concerns at any time.</p> <p>SEN links are on the school website.</p> <p>Parents are given information relating to services and support which may be relevant to their needs in the area, these are displayed in the notice board areas for parents to access.</p>	<p>Parent/carers are supported in attending, and are actively involved in all TAC meetings and SEN reviews.</p> <p>Parent/carer's views are an integral part of TAC meetings and SEN reviews.</p> <p>IEPs and Provision maps for children with EHC plans are reviewed and updated at least twice yearly.</p> <p>Children at SEN Support and Monitoring level receive provision maps, which are updated termly.</p> <p>All documentation is presented in a format that is accessible to individual parents.</p> <p>Parents are encouraged to join in with school trips.</p> <p>Parents of PPG/SEND/Vulnerable children are invited in half termly for a relaxed meeting with the teacher to discuss the pupil. These meeting can be up to an hour each.</p>


<p>understand more about what their young person is learning.</p> <p>Class dojo provides a way of communication between the parents and school staff. Photos are uploaded and shared; messages can be sent between parents and teachers.</p> <p>Meet the Teacher meetings take place at the start of the academic year. This enables the parents to understand class expectations and to ask any questions.</p>		
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3. The curriculum

Whole school approaches. The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>The curriculum is designed to ensure the inclusion of all pupils, which teachers differentiating learning so that all pupils can achieve.</p> <p>All pupils, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>Visual, auditory and kinaesthetic range of teaching styles.</p> <p>Visible Learning – clear learning intentions and success criteria are shared with the pupils.</p>	<p>Phonics intervention groups</p> <p>Speech and language activities</p> <p>Social Skills/Self-esteem interventions</p> <p>Memory skills groups</p> <p>Guided writing groups</p> <p>Guided reading groups</p> <p>Targeted Maths support groups</p>	<p>Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.</p> <p>Phonics intervention</p> <p>Speech and Language activities</p> <p>Reading with a teacher/TA</p> <p>Read write inc (W)</p> <p>Makaton</p>




<p>In class differentiation of work/ differentiated outcomes for activities/ reinforcement or extension activities</p> <p>Success criteria and learning intentions as well as outcomes for the sessions are shared clearly with the pupils.</p> <p>Quality marking</p> <p>Non-written tasks, recording responses</p> <p>Feedback from assessments</p> <p>Learning walls and displays</p> <p>Access to learning support materials – word lists/mats, number lines, 100 squares, maths mats</p> <p>Use of concrete equipment in maths</p> <p>Adult support & position in class (teacher and TA)</p> <p>Read, Write, Inc reading Scheme (W)</p>	<p>Specialised lunch groups – funky fingers, lego</p> <p>Dance Write</p> <p>Read, Write, Inc reading Scheme (W)</p> <p>Trugs Phonics intervention</p> <p>Trauma in Schools (TIS) sessions</p> <p>Lego Therapy</p> <p>Makaton</p>	<p>Visual cards/PECs</p> <p>Trauma in Schools (TIS) sessions</p>
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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> 
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<p>All areas of the school are uplifting, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment.</p> <p>Children and staff work together to create class charters linked to Rights Respecting Schools.</p> <p>Pupils are rewarded for positive learning behaviours with Dojo points which make up the house point system.</p> <p>Writing frames</p> <p>IWB background colour</p> <p>Effective use of ICT by pupils and teacher</p> <p>Whole school behaviour policy</p> <p>Visual prompts</p> <p>Visual timetables</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</p> <p>Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep pupils on task. <p>Independent pupil learning is supported by the use of technology, for example:</p> <ul style="list-style-type: none"> - Laptops - IPADS - talk tins <p>Child's position in class</p> <p>Phonics group</p> <p>Guided writing group</p> <p>Guided reading group</p> <p>Precision teaching in Maths and English</p> <p>Literacy intervention group</p> <p>Trauma in Schools (TIS) sessions</p>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</p> <p>Coloured overlays</p> <p>Stabilo pens/pencils</p> <p>Stress balls</p> <p>Talking tins</p> <p>Task boards</p> <p>Visual prompts</p> <p>Time out card system</p> <p>Makaton</p> <p>Dyslexia screening test</p> <p>Trauma in Schools (TIS) sessions</p>
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5. Self-help skills and independence




Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>All areas of the school are accessible to everyone including those pupils with SEND.</p> <p>Both schools have wheel chair accessible classes.</p> <p>Pupils all have access to a visual timetable</p> <p>Topic related key vocabulary is visible on a class display.</p> <p>Independence is a key focus for all children across both schools.</p> <p>Trauma in Schools (TIS) activities</p>	<p>Where teaching assistants are in the classroom, they facilitate independence.</p> <p>Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers</p> <p>Students have access to :</p> <ul style="list-style-type: none"> - visual timetables - task cards - prompt cards - traffic light system <p>Trauma in Schools (TIS) sessions</p>	<p>Teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc.</p> <p>Personalised task boards and timetables are in place to support independence.</p> <p>Individual targets</p> <p>Trauma in Schools (TIS) sessions</p>

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>PSHE/life skills lessons include all pupils</p> <p>Peer mediators and buddies are trained to give</p>	<p>Risk assessments are carried out and updated.</p>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p>




<p>support to their peers.</p> <p>Positive reinforcements – Dojo points, achievement certificates</p> <p>Whole school behaviour policy</p> <p>Risk assessments are updated regularly</p> <p>Communication with parents via Class Dojo</p> <p>Trauma in Schools (TIS) sessions</p>	<p>Talk groups/confidence interventions are available when required.</p> <p>Communication with parents via Class Dojo</p> <p>Trauma in Schools (TIS) sessions</p>	<p>Additional support for students can be requested from:</p> <ul style="list-style-type: none"> • CAMHS • Social Care • Youth centres • SALT • Educational psychology • Autism team • Behaviour support <p>Home-school link books.</p> <p>Pupils with specific medical conditions have individual health care plans which are shared with all staff.</p> <p>Communication with parents via Class Dojo</p> <p>Trauma in Schools (TIS) sessions</p>
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7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>All pupils have opportunities for social interaction, regardless of need</p>	<p>Social Skills intervention</p> <p>Peer Mediators</p>	<p>Older pupils are used to support and “buddy” younger pupils with SEND where appropriate</p> <p>Trauma in Schools (TIS) sessions</p>




<p>All pupils belong to a house group.</p> <p>All pupils belong to a committee in the School Parliament</p> <p>Children have buddies for school activities, lunch times, trips etc.</p> <p>Playground Leaders</p> <p>Peer Mediators</p> <p>A variety of lunchtime and after school clubs.</p> <p>As a multi-academy trust, we take part in many sporting activities with cluster schools to allow interaction with other primary children.</p> <p>Trauma in Schools (TIS) activities.</p>	<p>Trauma in Schools (TIS) sessions</p> <p>Lego therapy groups</p>	
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8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>All areas of the school are accessible to everyone including those pupils with SEND.</p> <p>Both Schools have wheel chair accessible classes.</p>	<p>There are named adults who are 'teamteach' trained</p> <p>Schools have a disabled toilet.</p>	<p>Intervention areas</p> <p>Trauma in Schools (TIS) sessions</p> <p>There are named adults who are</p>

<p>Pupils feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment</p> <p>Each class displays its 'Class Charter' displaying pupils and staff rights in line with the Rights Respecting Schools Initiative.</p>	Trauma in Schools (TIS) sessions	'teamteach' trained
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9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>Nursery children moving into reception have weekly visits to the reception class for the second half of the summer term.</p> <p>All year groups have 2 full transition days in their</p>	<p>Group support and additional visits to secondary settings.</p> <p>Trauma in Schools (TIS) sessions</p>	<p>Specialised meeting with transition schools to arrange extra visits and exchange of supporting materials, i.e vocab books etc.</p>

<p>new year groups/classes in July.</p> <p>Werrington pupils have a full transition week.</p> <p>Children visit the local secondary school regularly in KS2 for specific events including sporting events.</p> <p>Secondary staff visit and teach the Y6s as part of the transition process. Transition activities are also arranged in Maths and English, which children take with them to college.</p> <p>Staff have transition meetings to pass on information about pupils.</p> <p>Trauma in Schools (TIS) sessions</p>		Trauma in Schools (TIS) sessions
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Advice and support for both school and parents.	03001 234131
ASD Support (Autism)	Advice and support for both school and parents.	0300 1234 101
Dyslexia Support Service	Advice and support for both school and parents.	01579 345650
Family information Service	Advice and support for both school and parents.	01208 265556
Occupational Therapy	Advice and support for both school and	

	parents.	
The Multi Agency Referral Unit (MARU) for under 18's	Advice and support for both school and parents.	0300 1234 101
Behaviour Support Service	Advice and support for both school and parents.	01208 72737
Lynda Matthews, Special Education, Cornwall Council	Advice and support for both school and parents.	01872 324418
Physiotherapy	Advice and support for both school and parents.	01752 439414
School Nursing Team	Advice and support for both school and parents.	01208 834600
Child and Adolescent Mental Health Service (CAMHS)	Advice and support for both school and parents.	01872 221400
Launceston Integrated Children's centre		01566 770823
Scallywags	Support for children under 7 that are experiencing complex behavioural difficulties in BOTH their home and educational setting	01208 262845

Answers to Frequently asked Questions

1. How do North Petherwin and Werrington Schools know if children/young people need extra help?

We know that children need additional help in a number of ways including:

- Concerns are raised by parents/carers, teachers or even the child.
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

2. What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. These concerns can then be discussed further with the SENDCo (Mrs Emma Godwin) who can arrange for the appropriate action required initially within school and then with external agencies if appropriate.

3. How will the school let me know if they are concerned about my child's learning/progress/behaviour/attitude in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns that you may have. If additional support is required your child may be put on the school's Record of Need. If they are placed on the Record of Need you will receive a letter outlining this and what the school have put into place to help your child. It may be necessary to make referrals to outside professional to support your child fully. These referrals will be discussed with you and will require your consent.

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

A close partnership between yourself and the class teacher is the most important thing. Staff will ensure that all needs are met within school through additional resources, intervention and staffing. Progress will be monitored and appropriate steps taken which may include the involvement of outside agencies (with parental consent).

5. How is extra support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEN.

The Senior Management Team decides on the deployment of resources for SEND, in consultation with the school governors on the basis of needs in the school.

The Executive Head-Teacher, Head of School, SENDCo and class teachers discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

From this information they decide what resources, training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

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

When a pupil has been identified with special educational needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs. If a child has been identified on the Record of Need, parents/carers will be given a Provision map identifying what provisions are in place to help the child. If your child has an Education, Health, Care Plan, they will have an Individual Education Plan (IEP) that identifies targets for them to work on. These IEPs will be reviewed and updated at least twice yearly. Provision Maps and IEPs will be discussed with parents/carers at termly parents evenings where they will also receive a copy. If appropriate, specialist equipment may be given to the pupil, e.g. writing slopes, pencil grips, coloured overlays.

7. How will school staff support my child?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant within class. If a pupil has needs related to more specific areas of their education, then the pupil will be placed in small focus groups for intervention, run by a teacher or TA. The length of time of the intervention will vary according to the pupils' needs. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map. Pupil progress meetings are held termly, this is a meeting held between the class teacher and the head teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Occasionally a pupil may need expert support from an outside agency. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

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

You will be able to discuss your child's progress at Parent meeting which take place at least twice a year, for up to an hour. Your child's class teacher will be available at the end of each day to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office. The class teacher/SENDCo may suggest ways of how you can support your child. If outside agencies are involved, suggestions and programmes of support are normally provided that can be used at home.

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

Staff have Paediatric First Aid training. Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member. If a pupil has a medical need, a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

The schools offer a variety of pastoral support for pupils who are encountering emotional difficulties including:

- Self-esteem builder
- Buddies
- Peer mediators

10. What specialist services and expertise are available at or accessed by your school?

The SENDco will work alongside teachers and support staff to provide the best support possible to your child. However, at times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by our schools include:

- Child Protection Advisors
- CAMHS(Child and Adolescent Mental Health Service)
- Education Welfare Service
- Behaviour Support Service
- Children's Psychology Service including The Autism Spectrum Team, Early Years Inclusion Service and Educational Psychology.
- Dyslexia Service
- Equality and Diversity Service
- Hearing Support Team
- Vision Support Team
- Speech and Language Therapy Team.

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

- The SENDCo, Mrs E Godwin, has completed a PGCert National Award in Special Educational Needs Coordination.
- Staff that are running intervention groups have received training in this intervention. This training is sometimes delivered through the Specialist team at Cornwall Council or on courses. Training includes Read, write, inc., Speech and Language Therapy, Dyslexia and Memory interventions, Lego Therapy and Trauma Informed Schools.
- The teaching team have received basic Makaton Training.
- The whole staff team have received training on behaviour management, Dyslexia and Level 1 Autism training.
- Whole academy training has focused on Visible Learning and how this can be used across the school to support pupils in their learning.

ANDARAS Multi-Academy Trust are very proactive in continuing professional development and ensure that staff are trained appropriately to meet the needs of children within the schools. If a child enrolls in our school and we feel we are not sufficiently trained, then we will ensure that we gain the appropriate training.

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

13. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and identify that at Werrington classroom changes may be needed to cater for wheelchair users.

Facilities we have at present include:

- Ramps/no steps into parts of both schools to make them accessible to all.
- A disabled toilet is available in both schools.

14. How will North Petherwin and Werrington schools prepare and support my child through the transition from class to class, key stage to key stage and beyond?

- We recognise that transitions can be difficult for any child, especially those with SEN, and we take steps to ensure that any transition is as smooth as possible.
- If your child is joining us from another school they will be able to visit our school to look around and for taster sessions in their class.
- The class teacher and SENDCo will have close contact with your current/old school to discuss your child's needs and requirements.
- If your child is moving to another school, we will contact the school SENDCo and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a moving book/passport then we will put this into place.
- When moving classes within school, information will be passed on to the new teacher in advance and transition meetings will take place between teachers over the summer term. IEPs and provision maps will be shared with the new teacher.
- There will be at least 2 transition days in July for your child to spend in their new class. They can meet their teacher, support staff and other children within the mixed age classes.

- In Year 6, the SENDco will discuss the specific needs of your child with the SENDCo of your child's chosen secondary school. If your child has a statement, the SENDCo from the secondary school will in most cases attend the transition review. Extra transition visits are arranged where appropriate and also visits to cluster schools to meet other children moving on. This is especially beneficial in small schools where there may only be a couple of children in year 6. Your child will participate in focused learning related to aspects of transition. Staff from the transition Secondary school/college will often visit us to meet the children and to teach lessons.

- For any transition, the school will look at thoughts and feelings through PSHE lessons.

15. Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office. An appointment can then be made with your child's class teacher and SENDCo.