



Gwinear Community Primary School

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

Our Local Offer details the provision, expertise, resources and links that we have in place to ensure that we can meet the special educational needs of all the children in our school. At Gwinear School we value the well-being, development and education of all children in our care.

OUR VISION

To provide children with enjoyable, real life experiences to prepare them to be happy and successful individuals in our ever changing world.

OUR AIM

To provide all children with exciting and engaging learning experiences, enabling them to exceed their potential and develop:

- A life-long love of learning
- Resilience, responsibility and resourcefulness
- Self -confidence and positive relationships
- Enthusiasm to become immersed in new experiences
- A secure foundation to prepare children to live successful lives.

Our SEN policy can be found on our website at:

https://gwinear.eschools.co.uk/website/special_education_needs_and_disability/164737

Name and contact details of the Special Education Needs/Disabilities Coordinator: Bethany Lynes/Lee Gardiner 01209 831303
blynes@gwinear.cornwall.sch.uk / head@gwinear.cornwall.sch.uk

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

| Whole school approaches The universal offer to all children at GS. | Additional, targeted support and provision | Specialist, individualised support and provision |
|--|--|--|
| <p>Whole school approaches The universal offer to all children at GS.</p>  <ul style="list-style-type: none"> ✓ Personal, Social & Health Education and Rights Respecting behaviour embedded within the curriculum. ✓ All pupils have opportunities to take part in all school activities. <ul style="list-style-type: none"> ✓ The views of all pupils are valued. ✓ Pupil voice is heard through: <ul style="list-style-type: none"> - Questionnaires - School council - Focus groups - Individual termly pupil conferencing between pupils and staff governors/ class teachers. - Pupil voice questionnaire completed annually and actions taken as required. | <p>Additional, targeted support and provision</p>  <ul style="list-style-type: none"> ✓ Opportunities are created to listen and respond to small groups or individual pupils, regarding academic/non-academic issues, throughout the day. ✓ Plans are modified in the light of pupil voice. ✓ Pupils are involved in setting their own individual targets for their individual provision maps with parents/carers and class teachers before and during progress review meetings. ✓ Concerns & disclosures are recorded rigorously in the Child Chronology Records (CCR files) and using 'My Concern' online system. Action is then discussed between the Headteacher and Designated Safeguarding Lead as required. ✓ Safeguarding and disclosure routines are carefully explained to all staff, and pupils are directed to the Designated Safeguarding Lead: pupils know they | <p>Specialist, individualised support and provision</p>  <ul style="list-style-type: none"> ✓ Pupil views are an important part of multi-agency meetings and regular meetings between school and home. ✓ Desired outcomes and SMART targets are discussed with the pupil, parent/carer with the class teacher. ✓ Pupils can attend review meetings if appropriate. ✓ Interventions are planned with close regard to pupil views and feelings. ✓ Targeted support to develop listening, speaking and social skills. ✓ Opportunities are created to listen to pupil views to overcome concerns ✓ Areas for identified pupils out of class with Outdoor learning mentor and during personalised intervention time. ✓ Weekly flexible time with Outdoor learning mentor, as required for any child. |

| | | |
|--|----------------------|--|
| | will be listened to. | |
|--|----------------------|--|

2. Partnership with parents and carers

| Whole school approaches The universal offer to all children and YP | Additional, targeted support and provision | Specialist, individualised support and provision |
|--|---|--|
| <p>Whole school approaches The universal offer to all children and YP</p>  <ul style="list-style-type: none"> ✓ Daily opportunities for parents/carers to meet with class teachers; 8.40 – 8.55 and at the end of the school day. ✓ All parents/carers are invited to attend parent's evenings (1 per term) and are provided with an alternative session or consultation over the phone if they cannot attend. <ul style="list-style-type: none"> ✓ Parents/carers know who to contact if they have a concern. ✓ Half termly open afternoons to invite parents into partake in pupil's immersive learning is offered. ✓ Parents/Carers are invited to termly 'end of term outcomes', with links to the local community. ✓ An open dialogue is encouraged between teachers/TAs and parents, often face-to-face sometimes by phone or email. ✓ Gwinear School website and weekly newsletter provides up-to-date information about the school experience. ✓ Curriculum information is sent home termly and shared on our website. ✓ Annual reports are sent home in the summer term. ✓ Class dojo used throughout school as | <p>Additional, targeted support and provision</p>  <ul style="list-style-type: none"> ✓ Families are invited to attend information sessions regarding supporting their child/ren at home. ✓ Parents are able to contact school at any time regarding concerns. ✓ Education sites give parents information about their child/children's learning. ✓ IEP (Individual education/provision map) review meetings within the first 4 weeks of each term, in addition to November and March progress meetings with both the class teacher and Special Educational Needs Coordinator (SENDCo). ✓ Headteacher or SENDCo support parents/carers in signposting support e.g. Early Help Hub. | <p>Specialist, individualised support and provision</p>  <ul style="list-style-type: none"> ✓ Parents are expected to attend, and be actively involved in, all IEP review meetings, as well as progress, TACs and Annual Reviews). Meetings are attended by both class teacher and Special Educational Needs Coordinator. ✓ Additional support meetings with Headteacher or SENDCo in managing needs when appropriate. ✓ Parent's views are an integral part of all planning. ✓ All documentation is presented in a format that is accessible to all parents. ✓ A questionnaire is sent to each family. ✓ Parents have been, in the past, provided with SEN workshops. ✓ Headteacher or SENDCo working to support parents/carers in signposting support e.g. Family Support, 'Team Around a Child' (TAC) meetings, multi-agency meetings and regular meetings between school, home and external professionals. ✓ When appropriate home-school books are used to support communication |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> ✓ regular communication system ✓ The school website is regularly updated with information for parents/carers and learning opportunities ✓ The School facebook page is updated weekly. ✓ Staff members on outside duty from 8.35 to support pupils and to be accessible to parents/carers. ✓ Parent/carer comments on home learning sheet. | | <ul style="list-style-type: none"> ✓ and transition between parents, staff and children. ✓ Pastoral support available 8.40 – 8.50 for children and parents to support transitional period, structure and changes. |
|---|--|---|

3. The curriculum

| Whole school approaches. The universal offer to all children and YP | Additional, targeted support and provision | Specialist, individualised support and provision |
|--|---|---|
|  <ul style="list-style-type: none"> ✓ Curriculum subject areas are consistently linked through a termly immersive topic approach, influenced by children's interests and needs as well as GS 'non-negotiables.' ✓ Outdoor learning opportunities are embedded within the curriculum, utilising school grounds as well as 3 local outdoor areas. ✓ All pupils, irrespective of their ability and/or additional needs, have full access to the curriculum. ✓ We use a multi-sensory approach to teaching, ensuring 'Wave 1' provision |  <ul style="list-style-type: none"> ✓ Assessments including: dyscalculia, dyslexic, dyspraxia screening, working memory and processing disorders, phonological awareness and non-verbal reasoning are used to identify pupils who may need specific interventions if needed. ✓ Thrive and Boxall assessments are used to identify both groups and individuals who may need social and emotional interventions. ✓ Targeted interventions 'catch up' are provided for small groups in each class where appropriate. These interventions are designed to be short |  <ul style="list-style-type: none"> ✓ Pupils are supported in following their chosen interests regardless of their SEN or disability. ✓ Pupils with SEN or disability can access the curriculum with adults or specific resources and sensory breaks to support where necessary. ✓ Teachers plan accordingly to meet pupil's SEN. ✓ In exceptional circumstances a subjects of the primary curriculum: strict guidelines must be followed to achieve this. |

| | | |
|--|---|--|
| <p>is used throughout.</p> <ul style="list-style-type: none"> ✓ We embed core PSHE values throughout our school curriculum to provide all children with secure social and emotional values. ✓ Pupils explicitly taught to make informed learning choices with an appropriate level of challenge (differentiation). ✓ Home learning used effectively to support the week's learning and linking to topic. Daily reading as well as spelling and times table practise. Learning projects once a term. ✓ Opportunities to learn instruments through peripatetic teachers. ✓ A range of assemblies led by all class teachers and subject leaders. ✓ Consistent use of high quality technological hardware across the curriculum. | <p>term.</p> <ul style="list-style-type: none"> ✓ Additional opportunities for pupils to read to an adult. ✓ Additional adult support in classes to heighten outcomes for all pupils. ✓ Additional strategies – i.e. pre learning of key words for topics sent home when appropriate. ✓ The progress of targeted interventions is ongoing. Targets are adapted to meet needs. Termly reading of high frequency word and maths screening to inform targeted intervention. ✓ Interventions include: <ol style="list-style-type: none"> 1. Literacy: Read Write Inc, reading, spelling, writing, handwriting. 2. Numeracy 3. Speech, Language and Communication (Talk Boost) 4. Working Memory 5. Phonological awareness 6. Emotional regulation 7. Self-esteem/confidence. 8. Social skills | |
|--|---|--|

4. Teaching and learning

| Whole school approaches The universal offer to all children and YP | Additional, targeted support and provision | Specialist, individualised support and provision |
|---|--|--|
|  <ul style="list-style-type: none"> ✓ The GS model of learning (STARS) provides a consistency of approach across year groups. ✓ Genuine, memorable learning opportunities to heighten pupils' level of engagement. ✓ Consistently high expectations of behaviour for learning. ✓ High aspirations for all pupils. ✓ Flexible groupings informed by daily assessments. ✓ Classroom culture which encourages risk taking and celebrates mistakes. ✓ Clear WALT (Learning intention) and differentiated success criteria is displayed. ✓ Embedded opportunities for talk and collaboration. ✓ Gwinear School was previously awarded Dyslexia Friendly Status: dyslexia friendly teaching and learning strategies are used throughout the school to ensure the progress of all pupils. ✓ Careful planning ensures subjects are |  <ul style="list-style-type: none"> ✓ Class teachers and TAs share information about pupils to ensure that needs can be met in the class room. ✓ Class teachers discuss lesson plans with TAs before the start of lessons. ✓ TAs make notes about pupil achievement, as the lessons progress, to feedback to the teacher. ✓ Teachers and TAs are involved in the planning of 'catch up' sessions, which are monitored closely, ensuring progress is made and learning is used within the classroom. ✓ Additional adult support in classes to heighten outcomes for all pupils. ✓ Technology to support the recording of learning – Ipads, scribes, voice to text ✓ Access to sensory processing tools and a regulation station within every classroom ✓ Class teachers/TAs work with small groups to: <ul style="list-style-type: none"> 1. Ensure understanding 2. Accelerate progress |  <ul style="list-style-type: none"> ✓ Pupils are provided with personalised and highly differentiated teaching and learning experiences that are continuously monitored and adapted. ✓ Personalised support is in place for any child on the SEN register or with an EHC Plan. ✓ Where there is no EHC Plan, pupils are supported by an additional adult where possible and in small groups at other times as well as adapted learning opportunities and resources. They will also be encouraged to work as part of the whole class as often as possible, with specific resources/methods of recording/visual aids to enable access. ✓ Advice is sought from external professionals where appropriate. <ul style="list-style-type: none"> - Educational Psychologist - Speech and Language - Hearing and vision support - School Nurse - CAMHS - BLOOM |

| | | |
|---|---|---|
| <p>taught in a clear way with regular repetition and opportunities to practise learning.</p> <ul style="list-style-type: none"> ✓ Different learning styles (auditory, visual, tactile and kinaesthetic) are represented in planning. Activities are planned to match individual learning styles. ✓ Planning is differentiated to meet all levels of learning. ✓ Pupil's work is marked using 'wow' and 'now' comments, making next steps very clear. Learning marked daily to inform the learning for the following day. ✓ Pupils are given time to respond to teacher's marking. Pupils systematically reflect on their own learning using a traffic light system. ✓ A consistency of routine across the school. ✓ Positive behaviour management strategies. ✓ Key vocabulary for literacy and numeracy is permanently on display in classrooms. ✓ Literacy and Numeracy working walls are permanently displayed to support children's current learning. ✓ Topic related vocabulary is displayed as appropriate. ✓ A range of resources are easily accessible in each classroom. ✓ Ideas/information is recorded in different ways. ✓ Pupils are rewarded for making positive choices in weekly celebration | <p>3. Keep pupils on task</p> <p>4. Foster confidence and self-esteem / social and emotional well-being.</p> <ul style="list-style-type: none"> ✓ Online programmes e.g. 'Nessy' to support reading and spelling. ✓ Special access arrangements are put into place for SATs at end of Y6. | <ul style="list-style-type: none"> - Dyslexia team - Occupational therapist. - Cognition & Learning - Autism in schools team - Mental health support team ✓ 1:1 Speech and language support. ✓ Pre teaching of specific vocabulary, concepts or methods. ✓ All interventions/targets/strategies recommended by external professionals are put into place and monitored. ✓ A brief overview of the needs of all SEND pupils in each class is available for supply teachers. ✓ Sensory resources – brain break boxes in classrooms. ✓ Timetabled and flexible proprioceptive breaks. ✓ Visual timetables. ✓ Coloured overlays. ✓ Sensory resources. ✓ Individual quiet zones outside of the classroom. ✓ Social, emotional and mental health interventions. ✓ Outdoor learning mentor opportunities. |
|---|---|---|

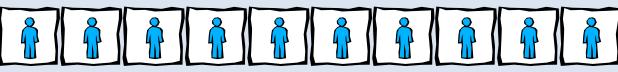
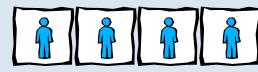
| | | |
|-------------------------------------|--|--|
| assemblies and whole class rewards. | | |
|-------------------------------------|--|--|

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 |
|---|--|---|
|  <ul style="list-style-type: none"> ✓ Use of the '4Bs' across the school. Displaying 'Brain, Board/books, Buddies and Bosses. ✓ Resources are easily accessible in classrooms including provision of Working Walls and displays. ✓ Pupils assigned 'jobs; and responsibilities within the classroom. ✓ Year 6 PE Sports leaders on duties at lunchtime, supporting younger pupils around the playground. ✓ KS2 children nominated as 'Gwinear Guardians' to support playground friendships. ✓ Word banks and key skills cards are provided ✓ Success criteria is displayed for easy reference. ✓ 'STARS' is displayed in all classrooms. ✓ Visual timetables are displayed in classrooms. ✓ Adults consistently model high levels of expectation and reinforce positive behaviour choices. |  <ul style="list-style-type: none"> ✓ Instructions are repeated or supported through visual prompts. ✓ Pupils have access to: <ul style="list-style-type: none"> - Visual timetables - Communication books - Traffic light systems. - Timers - Sensory breaks - Sensory stimulus/resources - Quiet areas - Golden hut ✓ TA supervision at playtime and lunch time as well as during other less structured times. ✓ Part of the TAs role is to facilitate independence. ✓ Independent pupil learning is supported by: <ol style="list-style-type: none"> 1. IPADS 2. Consistent visualise i.e. times tables/now and next/personalised check lists 3. Word banks / Pre-teaching |  <ul style="list-style-type: none"> ✓ Teachers/TAs ensure that pupils can access the task and have all the appropriate resources available. They are taught how to use support materials before asking for help. ✓ Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed. ✓ Pupils are rewarded for independent functioning. ✓ Quiet, personal areas to regulate feelings, emotions and sensory needs. ✓ Sensory stimulus and proprioceptive breaks/resources. |

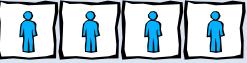
| | | |
|--|--|--|
| <ul style="list-style-type: none"> ✓ Pupils rewarded with 'Headteacher award' stickers for exceptional learning or behaviour. ✓ 100% displays consistent in all classrooms, recognising 100% effort and learning. Tokens provided at the end of term, where children enter a draw to win a prize. ✓ Whole school behaviour policy focused on making positive choices. Pupils rewarded with 'golden time'. ✓ Dynamic learning groupings in classes and pupils make informed choices in selecting their learning. ✓ Lunch and playtime charters displayed and lunchtime 'tokens' for displaying positive behaviour. | <p>4. Easy access to resources. 5. Dictation tools</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 |
|---|--|--|
|  <ul style="list-style-type: none"> ✓ A supportive yet challenging classroom ethos underpins to whole school model of learning. ✓ Positive learning behaviour is promoted throughout the school. |  <ul style="list-style-type: none"> ✓ Our 'Golden Hut' is used as the primary base for pastoral care. ✓ Our 'Library', 'Tree house' and 'Cloud viewing chamber' can be used for 'quiet time' and/or emotional support. ✓ Outdoor learning opportunities with a |  <ul style="list-style-type: none"> ✓ A risk assessment is in place for each child with a EHC Plan. ✓ External Professionals (Occupational Therapist, Physio and School Nurse) train Teachers and TA to deliver exercises/administer medicine |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> ✓ Lifelong learning dispositions taught explicitly throughout the school and referred to. ✓ Sex and relationship education is provided. ✓ Risk assessments are made for all trips and for day-to-day school events. ✓ A policy for the administration of medication is in place. ✓ Daily 'breakfast club' is available to all children. ✓ A range of daily, well attended after school clubs are available to all children as well as wraparound ✓ As part of the 'Healthy Schools Award' children are encouraged to have healthy tuck at break time and access to water all day. ✓ Year 6 Sports leaders provide quality PE experiences during lunchtimes. ✓ Out of school 'PE activities' offered to all children (100% of pupils attended). ✓ School opened to pupils at 8.40 for social time before lessons start at 8.50. ✓ Weekly celebration assembly (special certificates). ✓ Appropriate staff to pupils on duty in the playground at both playtime and lunchtime. ✓ Staff first aid trained: injuries recorded systematically and in careful liaison with parents/carers when appropriate. | <p>specialist support small groups of children.</p> <ul style="list-style-type: none"> ✓ Interventions take place to address: <ul style="list-style-type: none"> a. Self-esteem b. Emotional Literacy c. Social skills d. Anger management. ✓ In early years children are provided with a 'snack table' with fruit, water and milk accessible all morning. ✓ Support from Mental Health Team ✓ Kernow Headstart | <p>correctly.</p> <ul style="list-style-type: none"> ✓ TACs and Early Support meetings are attended by a range of agencies including the School Nurse where appropriate. ✓ Additional support can be requested from: <ul style="list-style-type: none"> a. School Nurse b. Community Nurse c. CAMHS d. Social Care e. Dreadnought f. Penhaligon's Friends g. Mental Health Team h. Speech and language support i. Early Help Hub <ul style="list-style-type: none"> ✓ Pupils with specific medical needs have Care Plans. ✓ Individual safety plans are maintained and regularly updated. ✓ Regular time with Outdoor learning mentor. ✓ regular time with external agency – music mentor. ✓ Sensory breaks for identified children. ✓ Quiet areas for identified children. ✓ Liaison with parents surrounding any 'eating' difficulties. Supporting healthy choices and eating of food within school. Especially during lunch breaks. |
|---|--|--|

7. Social Interaction opportunities

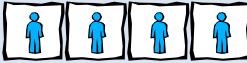
| Whole school approaches The universal offer to all children and YP | Additional, targeted support and provision | Specialist, individualised support and provision |
|---|---|---|
|  <ul style="list-style-type: none"> ✓ All pupils have opportunities to interact socially with the whole primary age range regardless of age, ability or additional need. ✓ Collaborative learning is integral to the schools' approach to learning. ✓ Range of equipment/activities for pupils to engage with during lunchtimes and playtimes. ✓ All pupils take part in trips, visits and activities within the wider community and whole school events. ✓ School opens 8.40 – 8.55 social time. |  <ul style="list-style-type: none"> ✓ Social groupings within classes are organised to support individuals. ✓ Small groups of children have the opportunity take part in the Time to Talk and Socially Speaking programmes, including 'Talk Boost'. ✓ Small groups of children take part in 'Pastoral care' regularly with our Outdoor learning mentor to take part in social and emotional activities. ✓ Emotions and feeling cards, prompts and games. ✓ Targeted Talk Boost interventions – timetabled and take place weekly with children from Reception – Year 4. |  <ul style="list-style-type: none"> ✓ TAs use Social Stories with individual pupils. ✓ Pupils are supported by TAs to facilitate attendance at some clubs e.g. science, craft. ✓ Specialist resources are utilised by the outdoor learning mentor to support social interaction and regulation. |

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 |
|--|--|---|
|  <ul style="list-style-type: none"> ✓ Teachers focus on rewarding good behaviour to promote a positive learning environment. ✓ Rules, rewards systems and sanctions are consistent throughout the school and displayed in classrooms. ✓ Immersive learning environments in each classroom. ✓ TAs and Lunchtime Supervisors use a consistent approach. ✓ There is a designated Child Protection Officer. ✓ The school is secure, well maintained and cared for. Providing a stimulating environment for pupils. ✓ Most areas of the school are accessible to everyone including pupils with SEND. ✓ Pupils enjoy learning in a wide range of spaces, including outside. ✓ 'Trim trail' apparatus to develop motor skills and strength. ✓ Working walls in classrooms throughout the school enable pupils to recall prior learning. ✓ Development of the 'nature and wilderness' areas, with pupil involvement and responsibility. ✓ Classroom displays remind pupils of the skills they need to be successful. |  <ul style="list-style-type: none"> ✓ The library is available as a quiet, supervised area for those pupils who feel anxious during unstructured times or require quiet during lunch time routines. ✓ Outdoor classrooms – whole class wooden table area on the field, fire pit area and quiet spaces. ✓ Areas for target learning and intervention. ✓ Ipads and physical resources available to support writing. |  <ul style="list-style-type: none"> ✓ Disabled access throughout the school for pupils to access rooms and resources safely. ✓ Classrooms are made accessible for pupils with sensory needs: heaters turned off/ OHP turned off to reduce noise levels. Sensory resources readily available and access to sensory breaks / continuous provision where appropriate. ✓ Non-white paper and overlays are provided for pupils with scotopic sensitivity. ✓ Some teachers and TAs are Team Teach trained. ✓ Dedicated resources matched to pupil behaviour, social and learning needs. |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> ✓ All electric devices are PAT tested yearly. ✓ Risk assessments are undertaken. ✓ Fire exits are clear. Fire drills take place termly. ✓ Water fountains placed around school are available to pupils in all learning zones and in the playground. ✓ Resources are accessible to all pupils. ✓ White screens are avoided on all projected material: SMART boards, computers, Hudls etc. ✓ Toilets are accessible. ✓ Hand sanitizing stations are accessible in each classroom and around the school. ✓ Tables and chairs in classrooms are appropriately sized. | | |
|--|--|--|

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 |
|--|--|--|
|  <ul style="list-style-type: none"> ✓ Home visits take place for Early Years children. ✓ Weekly transition afternoons throughout the summer term take place for Early Years children. ✓ Summer term trips with the local nursery take place for Early Years children. ✓ There are good links with the local nursery. ✓ There are strong links with Secondary |  <ul style="list-style-type: none"> ✓ Gwinear's SENDCo shares information about all Year 6 SEND pupils with the Secondary School SENDCo. ✓ All SEND paperwork is passed to the Secondary School/new school, including most recent Individual provision maps. ✓ Additional visits to Gwinear School. |  <ul style="list-style-type: none"> ✓ Individual pupils with SEND may have extra transition visits with specific functions i.e. to take photographs of key members of staff, become familiar with the school layout/timetable/organisation, to experience lunch in the canteen etc. ✓ Transition book to prepare for |

| | | |
|--|---|---|
| <p>Schools.</p> <ul style="list-style-type: none"> ✓ Taster days take place for Year 6 pupils. ✓ Year 6 teachers share information about all pupils with Head of Year 7. ✓ Secondary School teachers visit to meet with the children. ✓ A structured summer term transition is in place between year groups. 'Moving up day' across the whole school. ✓ Afternoon introduction meetings with parents/carers joining the school in Reception. ✓ Informal transition meetings between class teachers. ✓ Mixed year group classes. | <ul style="list-style-type: none"> ✓ Visits to local nurseries from Reception staff. | <p>transition well in advance.</p> <ul style="list-style-type: none"> ✓ A key worker is nominated at the Secondary School and the pupil is introduced during taster sessions. ✓ The SENDCo from Secondary School attends Annual Reviews and TACs. ✓ The class teacher and/or SENDCo communicates information via telephone or email if appropriate. ✓ The SENDCo communicates with external agencies and settings any children with SEND attend. ✓ Children with EHCP have appropriately timed annual review to prepared for amendments in Secondary school targeted plan. |
|--|---|---|

10. The SEND qualifications of, and SEND training attended by, our staff

| Whole school approaches | Additional, targeted support and provision | Specialist, individualised support and |
|-------------------------|--|--|
|-------------------------|--|--|

| The universal offer to all children and YP | | provision |
|--|---|---|
| <ul style="list-style-type: none"> ✓ All staff and governors and involved in monitoring and evaluating the special educational provision and are responsible for the successful implementation of our Local Offer to ensure the success and achievement of all pupils. ✓ All teaching staff have Qualified Teacher Status, meaning that they have undertaken research and practical experience with working with pupils with SEND. ✓ Teaching Assistants work alongside the SENDCo and Higher Level Teaching Assistants to gain skills and strategies used to ensure pupils with SEND make personal and academic progress. ✓ Staff and governors are all given opportunities for relevant and appropriate training. All staff have received dyslexia training and dyslexia friendly strategies are implemented throughout the school. Training is regularly updated and new knowledge, understanding and strategies are disseminated through the school. | <ul style="list-style-type: none"> ✓ Current needs being met: <ul style="list-style-type: none"> 1. Dyslexia / Literacy difficulties 2. Dyspraxia tendencies (CDC) 3. Autistic Spectrum Disorder tendencies 4. Receptive language difficulties/SLCNs 5. Developmental Delay 7. Social and emotional vulnerability 8. Working memory difficulties 9. Processing disorders ✓ Training has also taken place in the following areas: <ul style="list-style-type: none"> 1. Neurodivergence 2. Speech and Language difficulties and interventions 3. Team Teach handling methods 4. ARFID 5. Gaming & Gambling 6. Autism (Girls/Meltdown V shutdown/supporting emotional based school avoidance) 7. Safeguarding 8. Sensory Processing Disorders 9. Talk Boost 10. Effective math interventions 11. Metacognition | <ul style="list-style-type: none"> ✓ SENCo possesses the National Award Special Educational Needs Coordinator to further support children. ✓ SENDCo liaises regularly with external agencies – ensuring recommendations are implemented and ensure positive impact. ✓ Specialist Teacher – delivering targeted literacy interventions (dyslexia, working memory etc). ✓ SENDCo is a qualified Thrive practitioner to support children with social and emotional needs. ✓ SENDCo regularly meets and communicates with external agencies – seeking, advise or support for meeting children's needs. ✓ SENDCo regularly meets with Pastoral Learning mentor – ensuring whole school SEMH needs are being effectively monitored and met. ✓ Pastoral Learning Mentor is currently working towards a 'Senior Mental Health Lead' qualification. |

| | | |
|--|---------------------------|--|
| | 12.Cognition and Learning | |
|--|---------------------------|--|