

MULLION COMMUNITY PRIMARY SCHOOL




Special Educational Needs Information Report

Including Accessibility Plan

2022 - 2023




The Special Educational Needs Coordinator is Mrs Joanne Moseley; she is the person to contact if you wish to discuss any additional needs your child may have. Her Job is to work with classroom staff and senior leaders to provide the best possible opportunities for the children in the SEN group who make up the Record of Need. She has dedicated time on a Wednesday and Thursday morning in order to fulfil this role. If you would like to speak to her about any concerns you might have, please make an appointment through the school office.

1) Listening and responding to children

<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> 
<ul style="list-style-type: none"> • The views of opinions of all children are valued • The School Council gives a voice to the pupils in a formal setting • Pupil conferencing is held on a regular basis and informs subject leader • Children are encouraged to respond to teachers' questions as part of the marking and assessment process • Students' views are gathered in questionnaires • Children are asked what they would like to learn about when a topic is introduced to the class Children are asked if they have any particular lines of enquiry they'd like to explore within a given topic. • Circle time gives the children an additional opportunity to express their ideas • Children discuss and nominate various charities for our school's charitable donations 	<ul style="list-style-type: none"> • Children work in small groups in which they are encouraged to listen and respond to one another and adults model this behaviour • Opportunities are created to listen and respond to small groups or individual pupils, regarding academic/non-academic issues, throughout the day. 	<ul style="list-style-type: none"> • The children are an essential part of the Individual Education Plan creation and review process • They are invited to give their opinions at the IEP/EHCP review meetings, where possible. • Interventions are planned with close regard to pupil views and feelings. • All About Me Communication Passports are produced by pupils, with TA support. • Opportunities are created to listen to pupil views to overcome concerns or to allow pupils 1:1 time. • Emotional Literacy support is put into place for individual pupils to address specific worries and at times of transition. • Visual/kinaesthetic tools are used to aid communication where verbal communication is impaired. • Children can provide their views through writing or drawing or verbally. • Visiting professionals use the views of the children as an integral part of their reports and take them into account when advising the school




		<ul style="list-style-type: none"> Children attend meetings with outside agencies and, if appropriate, are invited to attend the feedback discussions with the specialists such as the EP, OT, physio, ASD advisers, family support agencies
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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 partnership between parents and school is vital to the welfare of the children in its care. All parents of children in the school have the following opportunities:</p> <ul style="list-style-type: none"> To talk to class teachers about any problems both at home and at school. This can take place in an informal setting before or after the school day or in a pre-arranged meeting where privacy is maintained. To attend biannual parent/teacher meetings where consultation takes place and the child's academic progress and general well-being are discussed. 	<ul style="list-style-type: none"> Families are invited to attend information sessions supporting their child/ren at home. For example, Learning Together, literacy and numeracy workshops including Teaching for Mastery in Maths and Inspire Days Learning together is offered to pre school children starting school the following Sept from Nov to July. Parents are invited to RWI phonics and Year 1 phonics screening workshops. In Reception and KS1, parents are invited to informal sessions such as Christmas Crafts, 	<ul style="list-style-type: none"> Parents are encouraged to talk to the classteacher and/or SENDCo about any concerns they have about their child's progress or specific needs and to update information about their child as it changes. Frequent liaison with parents are organised to ensure that any new concerns are acted upon and to also ensure that achievements are celebrated. Parents are expected to attend, and be actively involved in, all review meetings (progress/EHCP/Annual Reviews) Parent's views are an integral part of all planning.




<ul style="list-style-type: none"> ● To work with the parent forum class representative to share their views with the school. ● To share the Home/School works through the google classroom which acts as a line of communication between home and school. ● To help and guide the children with weekly homework tasks. ● To attend meetings and workshops run specifically with the intention of keeping parents well informed and giving them an opportunity to discuss school activities and decisions. ● To act as much valued volunteers, helping with the children's learning activities, both inside and outside schools. ● To attend special performances and class assemblies as well as our Virtues Assembly held on a Friday. ● To join our PTA fundraising organisation. <p>Parents receive an annual report in the Summer term that outlines the child's progress and a fortnightly newsletter from the head teacher.</p>	<p>Easter Scavenger hunt and the Blackberry Walk to share in children's learning</p> <ul style="list-style-type: none"> ● Parents are invited to Understanding My Child's Emotions presentations. These take place once each year or as required. 	<ul style="list-style-type: none"> ● All documentation is presented in a format that is accessible to all parents. ● There is open access to the SENDCo; she can be contacted informally by email, phone or face-face at any time during the school day to discuss concerns or book a further meeting. ● Support is offered to parents where required: to communicate their views effectively, complete paperwork, access support, understand terms and expectations. This is offered to all parents. ● Parents are encouraged to make sure their child attends early morning intervention sessions provided by the school. ● Parents are encouraged to provide information to the SENCo when referrals are made for outside agency support. This can be by giving consent for medical professionals to automatically include school in report distribution. ● Parents are required to attend meetings with professionals following assessments undertaken on their child.
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3) The Curriculum

<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>All the children are entitled to a broad and balanced curriculum in keeping with the latest government guidelines. Whole class teaching provides consistent and high quality learning for the majority of pupils in the class</p> <ul style="list-style-type: none"> • Knowledge organisers are shared with parents at the start of new units of learning which details learning planned for that term • Maths <p>It is our intention that our Maths curriculum ensures that the National Curriculum requirements are not only met, but children receive a broad and rich learning experience. Maths teaching and learning provides children with the opportunity to become number-fluent and increase their problem solving and reasoning ability. Through quality-first teaching, children experience learning in a variety of ways, using different resources and approaches including concrete, pictorial and abstract methods. Our vision is to equip our pupils with key skills, knowledge and vocabulary that will enable them to be successful at all elements of the maths curriculum, through meticulously planning the content of lessons and providing children with high-quality lesson resources. Children's success is embedded through providing a challenging</p>	<ul style="list-style-type: none"> • Targeted interventions are provided for small groups in each class where appropriate. These interventions are designed to be short term and are revised regularly. For example, specific weaknesses in spelling, punctuation or grammar, knowledge and understanding of multiplication tables and division facts. • The progress of targeted interventions is ongoing. Targets are adapted to meet needs. • Interventions include: <ul style="list-style-type: none"> a. Literacy: Read Write Inc offers group tutoring and smaller streamed groups for the teaching of sounds and reading. b. Reading Fluency intervention c. Maths: support for pupils in morning maths sessions to consolidate key number facts; same-day intervention in split maths lessons for pupils identified needing support, 1:1 or small 	<ul style="list-style-type: none"> • Advice from external professionals, including health practitioners, is sought to ensure that children with complex needs can access the full curriculum. • Pupils are supported in following their chosen interests regardless of their SEN or disability. • Assessments including, dyslexic and Developmental Coordination Disorder screening, and non-verbal reasoning are used to identify pupils who may need specific interventions. • Pupils with SEN or disability can access the curriculum with adults or specific resources/interventions to support where necessary. For example, sensory needs will be taken into account when planning the lessons for children with sensory needs. • Teachers plan specifically to meet pupil's SEN needs providing consideration to different learning styles and alternative methods to record. • In exceptional circumstances, a pupil can be dis-applied from some subjects of the primary curriculum: strict guidelines must be followed to achieve this. • Specific resources are provided for 1:1 use e.g. iPads, writing slopes, coloured over

<p>curriculum; this curriculum is delivered in a variety of high-quality teaching and learning opportunities. These include daily morning maths, daily fluency recall practice and development of Key Instant Recall Facts (KIRFs) and high-quality learning experiences, both during allocated maths lessons and through the wider curriculum.</p> <ul style="list-style-type: none"> • Literacy <p>It is our intention to develop fluent readers with a love of reading. They should read for pleasure and to find things out, and use this across the curriculum. In Early Years and key stage one, this is taught through the systematic synthetic phonics programme of Read Write Inc where they are taught to read words using phonics and develop comprehension through Storybook lessons. In key stage two, this is taught through the promotion of VIPERS reading skills and where vocabulary and fluency is a key priority.</p> <p>It is our intention to develop confident writers who understand and can apply the craft of writing. This is taught through the structure of 'The Write Stuff' where children are immersed in sentence stacking and experience lessons. Sentence stacking offers opportunities for the gathering of language (inclusive of grammatical language) and demonstration writing after which they are then given an opportunity to apply learning. children are exposed to a broad range of text types within fiction, non-fiction and poetry across the year.</p>	<p>group intervention for pupils needing further support outside maths lessons.</p> <ol style="list-style-type: none"> Speech and language Keyboard skills Emotional Literacy Social skills Fun-Fit –to promote engagement on entering the classroom. 	<p>lays, bumpy cushions, special chairs provided by OT etc</p> <ul style="list-style-type: none"> • When necessary individual children will be pre-taught aspects of a lesson to aid their understanding and to make connections in their learning. • Sometimes, it is appropriate for an individual pupil to attend literacy or numeracy lessons in a younger year group. • Test concessions such as scribes, extended time quotas and readers may be put into place to ensure that children can fully demonstrate their knowledge and understanding and are not disadvantaged by test restraints. • 1:1 Tutoring and Pinny Time for children to keep up with phonics teaching.
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4) Teaching and Learning

<p>Whole school approaches The universal offer to all children and YP</p>  <p>Our Universal Offer Mullion CP School will use its best endeavours to make sure that every child benefits from teaching and learning that secure inclusion by providing high quality, differentiated learning opportunities within the classroom.</p>	<p>Additional, targeted support and provisions</p>  <p>Our targeted Support Children who begin to fall behind their peer groups will be given additional support in order to accelerate their progress.</p>	<p>Specialist, individualised support and provision</p>  <p>Specialist Support Children who require intervention that is additional to and different from our universal and targeted provision will be provided with more individual support.</p>
<p>We aim to accomplish this in the following ways:</p> <ul style="list-style-type: none"> • Lessons are planned to build on the children’s prior learning and understanding • Careful differentiation ensures that all the children, whatever their ability, can access the learning • Children are set clear learning objectives so that they can understand what is the aim of every lesson • Children are able to measure their progress against the learning objective • Lessons are planned to appeal to a range of different learning styles • Teachers model the learning clearly, explaining to the children what is expected of them • During lesson time children are assessed by teaching staff and are given a chance to assess their own progress so that everyone is clear about each child’s next steps 	<ul style="list-style-type: none"> • Class teachers and TAs share information about pupils to ensure that needs can be met in the class. • Where possible, class teachers discuss lesson plans with TAs before the start of lessons. • TAs make notes about pupil achievement, as the lessons progress, to give feedback to the teacher. • Class teachers/TAs work with small groups to: <ol style="list-style-type: none"> 1. Ensure understanding 2. Accelerate progress 3. Keep pupils on task 4. Foster confidence and self-esteem. 	<ul style="list-style-type: none"> • Where appropriate, pupils are provided with personalised and highly differentiated teaching and learning experiences that are continuously monitored and adapted. • Some one-to-one support is in place for any pupil with an Educational Health Care Plan (EHCP) or disability. • One-to-one support for these children is not continuous: support is provided for the pupil’s most vulnerable times but opportunities are also provided to encourage independence. • Where there is no EHC Plan, pupils are supported 1:1 where possible or in small groups as required. 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.

<ul style="list-style-type: none"> ● Praise and encouragement are used to motivate the children ● Maths sessions are taught in a split lesson design; at the end of the first session, pupils complete fluency practice questions to assess their understanding of the small step taught. Pupils then self-mark and self-assess using a traffic light system. Teachers scan red/amber traffic lights at break time, then same-day intervention support is provided to these pupils in the second session. ● Read Write Inc taught in ability groups ● The Accelerated Reading Scheme is used to assess reading and identify gaps in knowledge and understanding. 	<p>5. Extend learning</p> <ul style="list-style-type: none"> ● Independent pupil learning is supported by: <ol style="list-style-type: none"> 1. IPADS/ 2. Talking pens/tins 3. Laptops 4. Coloured overlays 5. Ace dictionaries 6. Writing slopes 7. Stabilo pens 8. Word banks 9. Easy access to maths resources 10. Chromebooks 11. Concrete maths resources ● Pre-teaching of specific vocabulary, concepts or methods takes place where necessary. 	<ul style="list-style-type: none"> ● Advice is sought from external professionals where appropriate e.g. Educational Psychologist, Speech and Language Therapist, Autistic Spectrum Adviser, Dyslexia Friendly School Team, medical professionals. ● All interventions/targets/strategies recommended by external professionals are put into place and monitored using the Assess-Plan-Do-Review cycle ● A brief overview of the needs of all SEND pupils in each class is available for supply teachers. ● Individuals are supported through the following programmes: <ol style="list-style-type: none"> 1. Precision Teaching of high frequency words 2. Fun-Fit 3. Read, Write, Inc individual programmes 4. Emotional Literacy intervention 5. Speech and Language intervention 6. BBC Dance Mat –(typing programme) 7. One to one reading programmes ● Alternative recording methods such as ICT programs, talking tins, provision of scribes
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		<p>and mind maps are used to help children to learn.</p> <ul style="list-style-type: none"> ● Special access arrangements are put into place for tests where required: adult support,
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5) Self-help skills and independence

<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>Every child at Mullion CP School is encouraged to develop practical and independent skills that enable him or her to learn and function in an effective way. The following provision is available to all our children:</p> <ul style="list-style-type: none"> ● High expectations of the child's ability to organise practical equipment and their own clothes and belongings ● Practical learning equipment is used in all lessons to help independence. 	<ul style="list-style-type: none"> ● Instructions are repeated or supported through visual prompts. ● Pupils have access to: <ul style="list-style-type: none"> a. Visual timetables b. Now and Next activity cards c. Traffic light systems d. Timers: spot, sand, digital ● Part of the TAs role is to facilitate independence. ● Keyworkers work alongside children to achieve their next steps and support them in completing weekly challenges. 	<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. ● Pupils have personalised equipment: overlays, writing slopes, stabilo pens, talking tins etc ● IEP targets focus on independence




<ul style="list-style-type: none"> ● Clear expectation to take responsibility for communicating between home and school when necessary ● Early guidance and encouragement when it comes to changing for PE, doing up zips, buttons and velcro, etc. ● Modelling by adults ● Constant emphasis on the power of independent learning and using classroom resources. ● Encouragement to use Brain Board Buddy Boss in class. ● Key stage 1 and 2 trips, staying away from home, held in the Summer Term. This begins with a one night stay in year 2. 	<ul style="list-style-type: none"> ● Fun fit sessions help with fine and gross motor skills. ● Alternative methods of recording in the classroom enables children with mild learning difficulties to record their learning. ● Group sessions on Outdoor Learning focus on cooperation problem solving, teamwork and practical skills 	<ul style="list-style-type: none"> ● Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed. ● Pupils are rewarded for independent functioning. ● Visual cues are used to help children with communication difficulties to understand instructions and prepare for changes in activity. ● Timers help children work to a deadline ● ICT provision enables efficient recording to take place ● Individual guidance provided by the occupational therapist and/or physiotherapist is built into the daily timetable. ● Alternative provision for toileting, drinking and eating is made available, where appropriate and in a sensitive way. ● Specialist equipment for children with hearing and visual impairment is provided and children are taught to use devices with an appropriate level of independence. ● It is recognised that some children may have routines in place that support the transition from home to school.
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6) Health, well-being and emotional support

<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>At Mullion CP School, a child's well-being is just as important as his or her academic progress and one is linked to the others. We look after the health and well-being of our children in the following ways:</p> <ul style="list-style-type: none"> ● Healthy schools status ● Regular PE sessions ● Sports clubs and fixtures ● Monitoring attendance data and ensuring that children are not losing school time as a result of illness. ● Use of My Concern to log live and potential safeguarding issues. ● A close relationship between parents and classroom staff ● PHSE education ● Circle Time ● School Council ● Visit from school nurses ● Hearing tests ● Virtues Rules ● Charity fundraising 	<ul style="list-style-type: none"> ● Time to Talk with trained teacher.....targeted small groups ● Specific rewards and sanctions ● Small group work incorporating outdoor learning team building games and social stories. ● Positive encouragement to take part in extracurricular activities that might build self-esteem. ● Small group emotional Literacy support based on recognising and understanding emotions and building self-esteem. 	<ul style="list-style-type: none"> ● Behaviour Support Plans are in place for pupils with significant Social Emotional Mental Health needs (SEMH) ● Individual Education Plans with targets that focus on a child's emotional needs are put into place. ● Pupils with significant medical conditions have an Individual Health Plan that is reviewed with parents and a medical professional at least yearly. ● An Intimate Care Policy is in place. ● External Professionals (OT, Physio, School Nurse) train teachers and TA to deliver exercises/administer medicine correctly. ● A KS1 and KS2 lunchtime club is available for pupils who find break times too unstructured and stressful - (currently not available due to new lunch time routine since Covid 19). ● Support is provided on the playground and in the dining hall to ensure the safety of pupils with physical disability.




		<ul style="list-style-type: none">● Additional support can be requested from:<ul style="list-style-type: none">○ School Nurse○ CAMHS○ Social Care○ Dreadnought○ Penhaligon's Friends○ Early Help Hub○ Andrew Mercer (independent adviser)○ Lora Newman Mental Health Support Team based in school● Individual safety plans are maintained and regularly updated.● Cartoon Stories are used to help pupils to understand and act upon bullying behaviour.● Communication is encouraged through visual means when pupils with SEND find it challenging to express emotions or worries.● Individual Emotional Literacy interventions take place to address:<ul style="list-style-type: none">○ Self-esteem○ Self-awareness○ Self-regulation○ Motivation○ Social skills
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7) Social Interaction Opportunities

<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>Mullion CP school encourages social interaction in all the following ways:</p> <ul style="list-style-type: none"> ● Playtime ● Clubs ● Trips ● Circle Time ● Team games ● Drama ● Buddy System ● Fundraising ● Dressing up days 	<ul style="list-style-type: none"> ● Careful and sensitive guidance when it comes to friendship groups ● Giving responsibility to encourage self esteem ● Playground buddy system ● Small group activities in outdoor learning setting ● Social stories 	<ul style="list-style-type: none"> ● Advice is sought from outside agencies such as EP, CAMHS or the ASD team and Autism champions. ● Targeted games and interactive programs are used to help children with ASD to recognise responses in others ● Modelling of interaction by adults ● TAs use Cartoon Stories with individual pupils. ● Pupils are supported by TAs to facilitate attendance at some clubs e.g. Fun-Fit.




<ul style="list-style-type: none"> ● Residential trips ● Partner Talk/Group work ● All pupils have opportunities to interact socially with the whole primary age range regardless of age, ability or additional need. ● All pupils take part in trips/activities in the wider community. 		<ul style="list-style-type: none"> ● Buddy systems are put into place to facilitate friendships. ● Positive friendships are encouraged through careful consideration of seating and grouping; where appropriate.
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8) The Physical Environment (accessibility, safety and positive learning environment)

<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>Mullion CP School provides a safe and fully accessible environment for children of all needs. The school is safe, clean and well-ordered.</p> <ul style="list-style-type: none"> ● All staff are trained in Child Protection and know who the school's safe guarding officers are. ● Learning walks take place and peer monitoring focuses on creating an ideal environment. ● Health and safety policy monitored by governing body. ● Children follow safety rules whilst moving around the building. 	<ul style="list-style-type: none"> ● Fun Fit sessions to make physical challenges easier ● Learning prompts and materials to support classroom challenges ● Success and endeavour are celebrated with wall displays and targeted children may be specifically selected for the affirmation 	<ul style="list-style-type: none"> ● Safeguarding officers are aware of the agencies to inform when necessary ● A school built on one floor entirely suitable for disabled access. ● Visual reminders and cues for children with ASD who find change traumatic. ● Adult support for children getting over medical procedures that require specific personal care or wheel chair support. ● TA support enables disabled pupils to access rooms and resources safely.

<ul style="list-style-type: none"> ● <i>My Concern</i> keeps centralised records of any potential safeguarding issues 		<ul style="list-style-type: none"> ● Classrooms are made accessible for pupils with sensory needs: heaters turned off, OHP turned off to reduce noise levels, OHP screens not white. ● Non-white paper and overlays are provided for pupils with scotopic sensitivity. ● Some teachers and TAs are Team Teach trained.
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9) Transition from year to year setting

<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>Mullion CP School endeavours to make the transition between year groups a happy and successful one for all children: The following systems are in place to ensure this:</p> <ul style="list-style-type: none"> ● Transition afternoons in the Summer Term ● Transition week takes place in the second half of the Summer Term. ● Teachers have transition meetings and discuss children's academic and social needs. 	<ul style="list-style-type: none"> ● The following tracking information is shared with the new teacher. <ul style="list-style-type: none"> a. Tracking data. b. Numbers of high frequency words learned (with a list of words learnt). c. Number of Key Maths Objectives Learnt (with a list of those already met) d. Spelling and reading ages. 	<ul style="list-style-type: none"> ● Individual children visit the secondary school in order to familiarise themselves with the setting and meet the SENCo ● Individual pupils 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.

<ul style="list-style-type: none"> ● Mixed age classes experience special days with one curriculum focus ensuring familiarity with different members of staff and classrooms. ● Pre-school children attend a Learning Together session with their new EYFS teacher on a weekly basis from the Autumn Term. ● Year 6 children visit the secondary school or two transition sessions in the Summer Term. ● The Head of Lower School at the secondary school works with the year 6 teacher and visits the new students in their classroom. ● The parents will have a consultation meeting early in the Autumn term and be able to discuss the children's needs 	<ul style="list-style-type: none"> ● Small group support is provided to children with specific anxieties about transition. 	<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 IEP and EHCP reviews where possible. ● Communication Passports are prepared to take to the new school, these explain the needs of the child and possible provision. ● The SENCo will share the child's file and his or her last statement or care plan with the new teacher. ● The secondary school SENCo prepares a Pupil Passport in order to let all teaching staff know about the child's specific needs. ● The SENCo liaise with early years providers about children with additional needs. ● The secondary school SENCo meets with the school SENCo to discuss children on the Record of Need. ● All SEND paperwork is passed to the Secondary School/new school, including most recent IEPs (Individual Education Plans).
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10. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and/or 1:1 work with a pupil. Followed by a meeting with teachers and parents. Specialist training: Draw and Talk, Bereavement, Circle of Friends etc	Room 4A Ground Floor St Clare Council offices Penzance TR183QW 03001234100 01736 7336891
Autism Support Team	Work with specific individuals with ASD diagnosis: advice given to teachers, teaching assistants and parents.	earlyhelphub@cornwall.gov.uk
Speech and Language Team	1:1 assessment. Feedback meeting with parents. Guidance for daily intervention at school.	earlyhelphub@cornwall.gov.uk
Physical Difficulties Team	1:1 assessment. Feedback meeting with school. Guidance for daily intervention at school.	earlyhelphub@cornwall.gov.uk
CAMHS	1:1 mental health assessments: Autistic Spectrum Disorders, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs the diagnosis.	earlyhelphub@cornwall.gov.uk
School Nurse/Community Nurse	Advice given to school based on individual medical cases.	earlyhelphub@cornwall.gov.uk
Hearing/Visual Support Service	1:1 assessments. Guidance given based on teaching programme and resources.	earlyhelphub@cornwall.gov.uk
Physiotherapy Therapy Department	Training for TAs based on exercises to promote/maintain muscle strength and limb flexibility.	Physiotherapy Department Treliske, Truro, Cornwall, TR1 3LQ
Occupational Therapy Department	Advice given based on development of daily living skills.	Occupational Therapy Department Treliske, Truro, Cornwall, TR1 3LQ
Parent Support	Work with families based on any child care concerns e.g. sleeping, eating, behaviour, routines etc.	earlyhelphub@cornwall.gov.uk
The Dreadnought Centre	Work with individual children and small groups based on behavioural and emotional needs.	The Dreadnought Centre Carn Brea Lane Pool Redruth TR15 3DS

		Ph: 01209 218764 www.thedreadnought.co.uk
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11. This is how we:

1. Identify children with SEN:

A pupil has SEN where their learning difficulty or disability requires provision that is different from or additional to that normally available to pupils of the same age. The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Identification of children with special educational needs is undertaken by all staff through the SENDCo and the appropriate records and forms are maintained. A clear analysis of the pupils needs is made based on:

- **Teacher's assessment and experience of the pupil: day-to-day observations, Standard Attainment Tests (SATs), Accelerated Reader, White Rose Maths tests, Phonic screening, work monitoring, profiling tools for emotional, social and speech, language and communication needs**

- **Previous rates of progress and attainment:**
- **Rates of progress in comparison with peers starting from the same baseline**
- **National data**
- **The views and experience of parents/carers: questionnaires, face-to-face discussions, review meetings**
- **The pupils own views: questionnaires, pupil voice**
- **Advice from external specialists if appropriate**

Records are developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher together with the end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils are referred to the SENDCo for assessment to construct a profile of the child's strengths and weaknesses. Informal evidence is also gathered: lesson and play observations.

Parents/carers are informed about their child's progress and about any concerns as they arise. The views of the pupil and parents/carers are sought as part of the assessment procedure.

Assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- **is significantly slower than peers starting from the same baseline**
- **fails to match or improve on previous rates of progress**
- **fails to close the attainment gap between pupil and peers**

The purpose of identification is to work out what action is needed, not to fit the pupil to a label. The needs of a pupil are identified by considering the needs of the whole child, not just his/her special educational needs.

Where there are concerns about a pupil's behaviour, investigations will take place to identify the underlying cause of the behaviour.

2. Assess and review the progress of our children's progress towards outcomes:

On Alert

When a pupil fails to make progress and shows signs of difficulty, school places the pupil at "On Alert" and support is provided through the following ways:

- Adapting teaching and learning strategies in the classroom
- Additional targeted support in the classroom
- Additional catch-up in groups or 1:1
- A social and emotional learning programme
- Focused interventions related to attendance or behaviour
- Additional pastoral support provided by teaching staff.
- Peer mentoring and support

When children are placed On Alert, teachers identify and record strategies being used to address needs and have regular conversations with parents and the SENDCo regarding problem-solving and planning support and strategies for the individual pupil. All pupils with a disability will be supported according to their individual needs.

SEN Support

If provision under On Alert has no or little impact and if a specific learning disability can be identified, the pupil is moved to the "SEN Support" category of need. Parents/carers are fully involved in the decision to move to this category of need.

Support that is additional to and different from the differentiated curriculum is provided through an Individual Provision Map (IPM) which is developed through an Assess- Plan-Do-Review cycle. This is a continuous process that ensures that planning is outcome led and that interventions respond directly to the needs of individual pupils. Interventions could include:

- Exercises guided by physiotherapists and occupational therapists
- Emotional literacy programmes
- Anger management programmes
- Specialist teacher input e.g. Visual and Hearing Support service
- Individual long-term teaching programmes
- Specialist resources e.g. sensory room

Parents are informed and pupils are involved in decisions taken at this stage.

Assess-Plan-Do-Review

An Assess-Plan-Do-Review cycle ensures that effective provision is in place for all our SEND pupils. The cycle begins with assessment of all areas of Literacy and Numeracy plus individual areas of need (motor, emotional, social etc) during the final week of each half term.

Early during the next half term, a review meeting between teacher and SENDCo takes place during which the progress and interventions for all SEN Children at On Alert and at SEN Support are discussed. Interventions are modified to meet needs. Parents of On Alert pupils are invited to a review meeting where significant changes/concerns are identified.

Interventions are put into place in the classrooms and these are continuously assessed and reviewed to ensure that progress is maintained.

Modifications to interventions are made as appropriate not merely at review meetings.

At the end of each term all parents/carers of SEN Support pupils are invited to a review meeting during which the Individual Provision Map (IPM) for the previous term is discussed and the IPM for the following term is created. Outcomes are agreed upon by the pupil, parent/carer, teacher, SENDCo and, in some

cases, teaching assistant.

3. Evaluate the effectiveness of our provision for children with SEN:

Detailed records, as a process of continuous assessment, are kept of the pupils receiving extra teaching support. These include records of what

they know, understand and can do, as well as information within the area of learning difficulties. Interventions are maintained or modified as a direct result of the information that we gain through our assessments.

4. Handle complaints about the provision at school:

It is extremely important that parents express their views, positive or negative, regarding their child's provision. We strive to work very closely with parents so that any disagreements in provision can be resolved before the need for a complaint arises.

Any complaint or query should be communicated through these channels:

- To the class teacher and SENDCo who, in most cases, will be able to resolve the issues in an acceptable amount of time. This meeting will be minuted with agreed actions and timescales recorded and a copy of the action plan will be given to all parties.
- If the action plan is not adhered to, the next step is for the parent/carer to discuss his/her concerns with the Headteacher. A minuted action plan will be produced.
- Should no satisfaction result from this meeting, the Chair of Governors should be contacted: Mr Mark Richardson
- The final point of contact would be Jenni Trehela Area Casework Officer: jtrehela@cornwall.gov.uk 03001234100

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrenergency.org.uk>

Answers to Frequently asked Questions

1. How does your school know if children/young people need extra help?

At Mullion CP School, we focus on the learning and progress of each individual child. The progress of each child is monitored by class teachers and teaching assistants in the first instance. Standardised tests will give more information for this monitoring process including spelling and reading tests administered by the Star Reader Scheme , Maths assessment administered by Star Maths and half termly teacher assessments. Parents and cares may also raise concerns regarding a child's progress.

If any children need extra help coping with social and emotional problems, adults working with them will realise this by noticing difficulties caused by everyday life in the school setting or by talking to parents, carers and children themselves.

If the difficulties are caused by a physical or health problem it will usually be the child's family health practitioners who contact the school.

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

Make an appointment to talk to your child's class teacher so that you can discuss your concerns in a confidential setting and the teacher can prepare relevant information beforehand. As well as this, the school SENCo is always available on a Monday, during the school day or before or after school. She will be able to tell you about ways in which you can help your child and about other agencies who could be involved if necessary.

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

The class teacher is ultimately responsible for the progress. However the home/school relationship is vital and without family support with attendance, reading practice and homework it is difficult for a child to attain his/her full potential.

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

Although all our children follow the same curriculum, it will be adapted by the class teacher to meet the needs of individual children. Lessons are planned to take into account the different abilities of all the children in the class with three different activities planned for those who are above average, below average and of average ability. Sometimes children choose their activity level and are encouraged to challenge themselves. We strive to promote independent learning but adult guidance is always available and sometimes children are taught in small groups before, during or after the lesson in order to help them understand the new topic or skill. Sometimes, it is necessary to plan a completely individual scheme of work to ensure that a child's needs are met, or it may be appropriate to use targets and resources from a different year group.

5. How will school staff support my child?

Your child will be supported academically and socially by the class teacher and TAs. Their individual needs will be catered for whenever possible. In the same way, the teaching staff will be supported by outside agencies, the school SENCo and senior leaders. Continual assessment will bring to light problems with learning and listening to children and parents and logging concerns in our pastoral files or On Alert records will help us monitor their social and emotional needs.

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

Termly parent/teacher meetings and shared Teacher Assessments and Standardised Scores will help you to know whether your child is making progress. As well as this, Reading, Spelling and Maths standardised scores are available in the Autumn, Spring and Summer terms. If a child is receiving additional help, you will be informed and termly planning and reviewing of Individual Education Plans will take place with you, the class teacher and your child. Normally, listening to your child reading for ten minutes everyday and helping with home learning tasks will be the best way of supporting your child. However, when your child needs additional support, your involvement is invaluable. Every Individual Education Plan will have set targets and ask you to provide extra intervention at home. These tasks will be directly related to the targets on the IEP and the success of everyone's input will be evaluated at the IEP review at the end of each term. Every parent is in an ideal position to help his or her child in less formal ways: sharing books, visiting libraries, days out in the countryside or to places of interest, creating things together, cooking, playing games talking about films and TV programmes and having fun playing sport are things families do daily but it goes without saying that the benefit of all these activities is beyond measure.

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

The school staff are sensitive to the emotional needs of the children. Working with them everyday, we notice fluctuations in their behaviour and general happiness. They know that there is always an approachable adult to help them with everyday needs and Emotional Literacy training has taken place in school

to enable staff to have strategies to support children in emotional need. More complex needs are addressed by our Child Protection officers or specific agencies called in to help with these issues. 27 Health and Safety audits are undertaken by responsible staff members and governors and any injury or illness at school is treated by trained staff until medics and parents can be informed. If additional help is needed, advice is sought from other professionals such as educational psychologists and speech and language specialists. When a child's needs are more complex, an Education Health Care Plan is written and financial support is provided by the school and local authority. The child's family is heavily involved with this process.

8. **How do I know my child is safe at school?**

The safeguarding of children is taken very seriously by all schools and OFSTED inspections prioritise this issue. All staff and adults volunteering with children have been checked by the Criminal Records Bureau (CRB) and are considered safe to work with children. School staff are in 'Loco Parentis' and consider it their duty to look after the children just as their parents would. Children are supervised at all times and accidents and illnesses treated by staff who are up to date with First Aid courses.

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

Please find a list of services that we access in the last section of the School Offer but as well as this the new Local Offer can be found on the website under the following address: www.cornwallfisdirectory.org.uk Here parents and school staff are able to access all up to date information about help available for children and families with additional needs.

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

School staff have been trained in the following SEND areas; Dyslexia friendly Schools, Autistic Spectrum Disorder, Speech and Language Development, Team Teaching, Differentiation, Safe Handling, English as an Additional Language ,Delivering Fun Fit, Working Memory, Emotional Coaching, ADHD, Emotional Literacy and Dyscalculia. Training opportunities are ongoing and the school endeavours to keep up with new initiative

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

So long as it is safe to do so, every child in the school will be included in outside activities. Extra adults will be provided if children have difficulties with mobility issues and it is legal requirement for most venues to have access for disabled children. If a child has emotional difficulties, a familiar member of staff will accompany him or her on the outing and if there are health needs these too will be met by someone who has received relevant training.

12. **How accessible is the school environment?**

Our school is completely accessible for children or adults who use wheelchairs and reclining stretcher type conveyances.

13. **How will school prepare and support my child through the transition from key stage to key stage beyond?**

A detailed breakdown of how we prepare the children for transition can be seen on the website above but visits to school by pre-school children and year six children going to secondary school take place throughout the preceding academic year. Both environments become familiar to the children preparing for the change. In the same way, transition afternoons take place in the Summer Term and children visit their new classroom and work with the next year's staff on transition projects. One week in the second half of the Summer Term is spent in the new classroom with next year's teacher and TA. In addition to this, special days are arranged during which mixed aged classes work on projects exploring different subject areas and children become familiar with different settings and teachers. Children with special needs are prepared and reassured and sometimes given pictorial guides to help them with the changes. Teachers and TAs work with the SENCo to prepare themselves for the child's specific needs and how best to help him or her.

14. How are the school resources allocated and matched to children's special educational needs?

The school will provide the first £6000 for a child with an EHCP and this will account for 15 hours of support, any additional finance for these children will be allocated by the Local Authority. We allocate resources for our children on the Record of Need in relation to the funds and grants provided for us by the Local Authority.

15. How is the decision made about what type and how much support my child will receive?

For children who are on the Record of Need, the Leadership team will allocate extra financial resources, having considered advice from the class teacher, the SENCo and outside agencies. Children in receipt of the Pupil Premium (service 29 children, looked after children and those having free school meals) automatically receive extra funding and support. This money is used to put in place different interventions, small group work or one to one support, in order to help children with academic, social and emotional needs. The type of intervention chosen is decided by teaching staff that know the child or outside agencies who work with parents and children to decide how best to help them. Children with more complex needs will be given an Education Health Care Plan and the allocation of support hours will be decided by the SEN Assessment and Provision Team. The family, school and all practitioners involved in the child's care will work together to prepare a plan which will set required outcomes which will be reviewed annually. The professionals and family will discuss how best the allocation of hours can be used and the parents' and carers' opinion will be very important in the making of this decision.

16. Who can I contact for further information?

If you would like to discuss anything about the School Offer that is unclear or if you feel that there is more we could be doing to help your child, please arrange a meeting with the school SENCo, Mrs. Broome or the Head teacher, Mr. Ratcliffe. The Cornish Local Offer can be found on the website at this address and it will give all the information about available support for SEND children in the county www.cornwallfisdirectory.org.uk

17. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

We are dedicated to working as a partnership with parents and welcome dialogue with our families. Please come and discuss your concerns with us and we will do our best to help.

18. How is your Local Offer reviewed?

It is the responsibility of the County Council to keep the Local Offer up to date so that there is always current advice about support available. The School Offer will be updated annually.

Glossary of terms

ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Team
EHCP	Education Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
IEP	Individual Education Plan
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication Needs
TAs	Teaching Assistants
PHSE	Personal Social and Health Education
PTA	Parent Teacher Association
YP	Young People