



Pensilva Primary School **Our SEN Information report**

Date **October 2022**

At Pensilva School, we believe that every child is special and has individual needs. We are an inclusive school and welcome all children of any ability or disability. We have a staff who are trained to meet the needs of the children in our care. Children's abilities vary over a wide range, and many children have times, temporary or long term, when they may need extra support. At Pensilva we are committed to supporting all our pupils, including those with Special Educational Needs, to enable them to thrive socially and emotionally and achieve academically at school.

Examples may include:

- Specific problems with reading, writing or mathematics
- Emotional or behaviour problems
- A child with learning difficulties
- Visual, speech and language, hearing or mobility problems
- Children with exceptional gifts or abilities

Most children's needs are met by class teacher, but sometimes it may be necessary to make special provision

See also:
Special Educational Needs
Policy

Link to our school's Equality
Objectives
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See also the School's
Accessibility Plan/Policy

Name of the Special Educational Needs/Disabilities Coordinator: *Lucy King*




Contact details: lking@pensilva.cornwall.sch.uk or senco@pensilva.cornwall.sch.uk

The levels of support and provision offered by our school

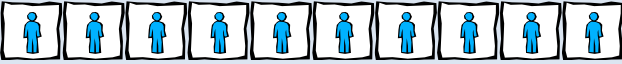
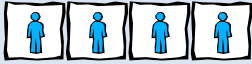

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> The views and opinions of all children are valued Student voice is heard through class lessons, School Council and PSHE 	<ul style="list-style-type: none"> Children with SEND are included in all student voice Children's views are included within the Assess, Plan, Do, Review process 	<ul style="list-style-type: none"> We respond to children's views in the individual support we provide, and these views are an integral part of TAC style meetings, parent consultations and SEN reviews

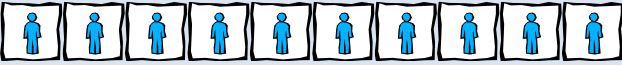
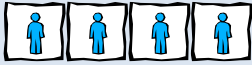

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> Pensilva School works in partnership with all parents and carers Parents/carers know exactly who to contact if they have concerns 	<ul style="list-style-type: none"> Families are always invited to school activities and extra-curricular clubs (where deemed safe) Parents are able to contact school re concerns at any time 	<ul style="list-style-type: none"> Parents and carers are supported in attending, and are actively involved in, all TAC style meetings and reviews Parents' views are an integral part of all meetings and reviews

3. The curriculum


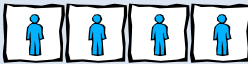

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The curriculum is fully inclusive and all children have full access to every aspect of the curriculum • We have a broad and balanced, creative curriculum that includes topic work to appeal to the interests of the child • Dyslexia screening is used to tailor provision to need • Lessons are differentiated to meet differing needs 	<ul style="list-style-type: none"> • Intervention is carefully planned to meet individual needs • The progress of children receiving intervention is carefully tracked and impact measured • Small group intervention includes: Read Write Inc Social Skills Self-esteem TIS approaches social and emotional support. 	<ul style="list-style-type: none"> • Children are supported in following their interests and abilities, which might include an individualised curriculum

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"> • Kinaesthetic multisensory teaching approach • Learning to learn strategies (meta-cognition) teaching approach • Timelines in classrooms display the timetable for that day 	<ul style="list-style-type: none"> • Class teachers and Teaching Assistants share lesson plans to ensure children with SEND have targeted support and provision • Teaching assistants and class teachers work in small groups to 	<ul style="list-style-type: none"> • Differentiated work and activities are provided to enable independent learning • Individualised Precision Teaching focuses on developing targeted skills • One-to-one support is in place for




<ul style="list-style-type: none"> • Learning Objectives are displayed and discussed in every lesson • Effective Questioning is used • Peer feedback encourages learning motivation • Examples of levelled work displayed for children to aspire to • Effective Feedback and Marking is in place • Growth Mindset skills are taught and encouraged • “Think Pink” reward system is used to encourage and engage pupils in working to achieve personal targets. 	<p>ensure understanding, to foster independence and to keep children on task</p> <ul style="list-style-type: none"> • Independent student learning is supported by the use of technology. For example: <ul style="list-style-type: none"> - Laptops - Netbooks - Dictaphones/talking tins • Special examination arrangements are put in place for tests (extra time, readers scribes etc) 	<p>children who require more intensive support, e.g. for those with speech and language difficulties, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties etc.</p>
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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> 
<ul style="list-style-type: none"> • Developing independence, resilience and having a Growth Mindset are key focus areas • All children are taught skills of resilience and given strategies to enable them to work independently when appropriate • Show me what you know - alternative ways of recording are used • Interactive Working Wall displays 	<ul style="list-style-type: none"> • Teaching assistants are trained to facilitate independence • Children have access to visual timetables and helped with self-assessment • Children have access to planning/task management boards and writing frames • Children have personalised equipment such as coloured overlays, timers/spot 	<ul style="list-style-type: none"> • Adults working one-to-one with children encourage them to be specific about what they need help with and what they can do on their own • Adults may support them with specialist programmes of work. For example: Toileting, eating, danger awareness, sex education and other life-skills

<p>support teaching and learning</p> <ul style="list-style-type: none"> • Effective Questioning • Supporting resources, such as dictionaries, number lines, have-a-go wipe boards, highlighters etc, are available in all classes • Traffic light systems are used • We can provide “meet and greet” for anxious pupils, 	<p>timers, specialist pens and pencils and scissors</p>	<ul style="list-style-type: none"> • Personalised Now and Next boards, Social Stories, Contracts, visuals and timelines etc are in place to support independence
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6. Health, wellbeing 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> 
<ul style="list-style-type: none"> • PSHE lessons and assemblies include all children • Whole Class THRIVE Assessments provide a systematic approach to the early identification of emotional developmental need so that differentiated provision to address those needs can be put in place quickly by those close to the child. 	<ul style="list-style-type: none"> • Pupil Premium is used to support vulnerable children and groups are held to address self-esteem and social skills, as well as anger management • PSHE sessions address specific need to support development of social skills, anger management, etc. 	<ul style="list-style-type: none"> • TACs and reviews are attended by a range of outside agencies • Boxall profiling is used to tailor provision to need • Additional support can be requested from a range of agencies such as: <ul style="list-style-type: none"> • CAMHS • Dreadnoughts • Jigsaw • Social Care • Young Carers • Penhaligon’s Friends • Jeremiah's Journey • Students with specific medical conditions have individual health care

		<p>plans.</p> <ul style="list-style-type: none"> • Individual Thrive Assessment and TIS interventions • Support may be available from our NHS Education Mental Health Practitioner through a series of 1 to 1 sessions – where appropriate
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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> 
<ul style="list-style-type: none"> • All children have equal opportunities for social interaction, regardless of need • All children have equal access to Extra Curricular Activities • All children have equal access to trips and visits • All children have equal opportunity to Physical Education activities 	<ul style="list-style-type: none"> • Social skills groups enable targeted children to receive support 	<ul style="list-style-type: none"> • Adult one-to-one to support successful interactions and friendships • One-to-one support to enable attendance at after school clubs • Social Stories and Comic Strip Conversations are used to help children develop greater social understanding • TIS interventions • NHS Education Mental Health Practitioner

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"> • All areas of the school are accessible to everyone, including those children with SEND • Children feel safe in an environment where bullying is dealt with immediately and effectively • There is a named child protection officer, “Designated Safeguarding Officer” and a named “Child in Care” teacher • All staff reward good behaviour and a positive learning environment 	<ul style="list-style-type: none"> • There are quiet supervised areas where children have the opportunity to eat lunch, if required • There are named adults who are trained TIS practitioners • Disabled toilet available for children with physical and emotional needs 	<ul style="list-style-type: none"> • Individualised support to enable children to take part in activities that otherwise might be deemed unsafe • Specialist equipment in lessons enable disabled children to be independent

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"> • Whole school transition mornings and afternoons are in place • There are strong links with the pre-schools and with the secondary schools 	<ul style="list-style-type: none"> • Transition visits are carefully planned, and those pupils identified as possibly struggling with transition are able to have additional visits in small groups 	<ul style="list-style-type: none"> • Children are provided with Transition Books for home and school • Children visit their new classroom or secondary schools with their TA an

	and, where required, bespoke	<p>adult on an individual and flexible basis</p> <ul style="list-style-type: none"> • Future Teachers and TAs attend transition meetings • Children who receive Transport at Secondary Placement, will be given the opportunity to experience this with adult support, before their Placement begins • Bespoke transition opportunities for secondary school arranged through liaison with school leaders
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All teaching and support staff regularly take part in training sessions to extend their knowledge and understanding of working with children with Special Educational Needs. This includes sessions on the SEN Code of Practice, “dyslexia friendly” teaching, The Graduated Response and the TIS Approach. • Three members of staff are licensed TIS practitioners (see sections 6 and 7 above) • Read, Write, Inc Training for all necessary 	<ul style="list-style-type: none"> • Teaching and support staff receive training in particular areas of SEN where this will benefit and enhance their work with particular children. For example, they may receive training in the use of visual aids for children with autism, in behaviour management strategies, or in the use of particular interventions ie Memory Training. This type of training can be led by the school staff or by outside 	<ul style="list-style-type: none"> • Advice and training is sought from outside professionals in order to meet the particular needs of some children, for example where they might have a physical difficulty or a visual impairment. This may include, for example: <ul style="list-style-type: none"> - Speech and language trained TAs - Hearing support training - Epi Pen training - Dyslexia training

staff. <ul style="list-style-type: none"> • First Aid training. • Autism awareness training 	professionals. <ul style="list-style-type: none"> • The SENCO regularly attends various training and networking events. 	<ul style="list-style-type: none"> - Diabetes training - OT/Sensory Training - Specialist Autism training with parents
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Child Health Department	Community paediatricians work with children with individual needs	Referral through School
Educational Psychology	Specialists in learning, behaviour and child development	Stacy Borlase Referral through School
Behaviour Support	Support with all aspects of children's behaviours from the passive/unresponsive to the overactive	Referral through school
Speech and Language Therapy	Advise and support for all speech and language and communication needs	Referral through School
Specialist Feeding Therapy Service	Support children's feeding needs	Referral through School
Child and Adolescent Mental Health	Support children and adolescents with a wide range of emotional, mental health and behavioural issues	01579 373850
Penhaligon's Friends	Support and programmes to help bereaved children and their families	01209 215889 www.penthaligonsfriends.org.uk/
Jigsaw	Therapeutic service supporting children who have experienced or witnessed physical or sexual abuse	Referral through Children's Social Care
Dreadnought Charity	Support and programmes to help children with behavioural and	01209 218764 thedreadnought.co.uk

	emotional difficulties	
Social Services and Social Care	Promoting the achievement and educational attainment of all children	0300 1234 101
Early Help Hub	<p>Single point of contact for Cornwall Council and community based children's early help support services. Services available through the Early Help Hub:-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Autistic Spectrum Disorder Assessment Team <input type="checkbox"/> Child and Adolescent Mental Health <input type="checkbox"/> Children's Community Nursing/Diana Nurses and Psychologists <input type="checkbox"/> Early Support - Supporting Change in Partnership (SCIP) <input type="checkbox"/> Early Support - Team Around the Child (TAC) <input type="checkbox"/> Early Years Inclusion Service <input type="checkbox"/> Family Group Conferencing <input type="checkbox"/> Family Support <input type="checkbox"/> Health Visiting (over 2 years) <input type="checkbox"/> Paediatric Epilepsy Nurse Specialists <input type="checkbox"/> Parenting Support <input type="checkbox"/> Portage <input type="checkbox"/> School Nursing <input type="checkbox"/> Speech and Language Therapy 	<p>Referral through health visitors/ school nurse/GP or SENDCo/ Assistant SENDCo. Or parents referral at https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/parents/ 01872 322277 earlyhelphub@cornwall.gov.uk</p>
Early Support Service	Single point of contact and coordination service for disabled	<p>01872 322277 http://www.cornwall.gov.uk/earlyhelphub</p>

	children	
Dyslexia Support	Support and programmes to help dyslexic children reach their full potential	Jo Davidson Referral through School
Equality and Diversity Service	Promoting and supporting equal rights of all children	01872 221555
Education Welfare Service and Attendance	Promote children's regular school attendance	Zaida Blasco 01579 342344
Occupational Therapy Service	Assess and support children with functional and sensory needs and develop confidence	Referral through School
Physiotherapy Service	Assess and support children with movement and develop independence	Referral through School
Special Parenting Service	Supporting parents with learning disabilities to understand and provide for the needs of their children	Referral through School
School Nurse Team	Providing community health services and support to schools, children and their families	Gayle Outten Referral through School
Epilepsy Service	Providing support and advice for children with epilepsy, their families and schools	01872 221555
Community Hospital Education Service	Providing education for children unable to attend school for medical reasons	Dominic Black Referral through School
NHS Mental Health Practitioner	Social and emotional development and support	Kate Bevan Contactable through school (Wed afternoons)

Multi Agency Referral Unit	Provide advice and a multi-disciplinary response to concerns about the safety of children	0300 1231 116 www.cornwall.gov.uk/ MultiAgencyReferralUnit@cornwall.gcsx.gov.uk
Other Mainstream and Specialist Pre-Schools, Primary and Secondary Schools		
Hearing Support Service	Providing specialist support to children with temporary or permanent hearing loss, their families and school	Referral through School
Vision support Service	Providing specialist support to children who are blind or partially sighted, their families and schools	Referral through School
Neighbourhood Policing	Provide a citizen focused police service including safety and crime prevention	Linda Phillips 07703 885654 To report a crime 101
Autism Support Team	Provide support for children with autism, their families and schools.	Amanda Burgess and Tom Adams Referral through School
Special Education Needs Assessment and Provision Team	Provide advice and guidance to ensure a child's Special Needs are appropriately identified and met.	Through School
Early Years Inclusion Service	Supporting 3 and 4 year old children with individual needs.	Referral through School or http://www.cornwall.gov.uk/earlyhelphub
SENDiASS (Formally Cornwall Parent Partnership)	Provide information and support for parents and carers of children with individual needs	01736 751921 www.cornwallsendiass.org.uk
Parent Carers Cornwall	Provide parents with information about services available locally, including education and health	07973 763332 parentcarercouncilcornwall.org.uk/

Family Information Service	Provides impartial guidance on local services and support available to families	0800 587 8191 01872 323 535 https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page
Cornwall Down's Syndrome Support Group	Provide families a chance to meet and share information, support and friendships	https://www.cdssg.org.uk/
Scope	Supporting disabled children and their families in the home and school	https://www.scope.org.uk/
Makaton	Charity supporting children with communication needs and their families and schools to be able to communicate, through use of a language programme	www.makaton.org/
Disabled Children's Team	Providing support and services for children with disabilities, their families and schools	Various – referral through School
Young Carers	Working with children to make their role as carers a more positive experience, offering support, information and activities	kernowyoungcarers.org/
Physical Disabilities Service	Supporting children with Physical Disabilities and their families and ensuring schools provide good physical access and appropriate ICT equipment to improve learning opportunities and enable independent learning	Steven Deacon - referral through School

12. Pupil progress

All pupils on the 'SEND Support' register have an Individual Education Plan (IEP). For pupils with an Education, Health and Care Plan (EHCP) provision will meet the recommendations on the plan.

The IEP will be created through discussion with the pupil, parents/carers, the SENDCO and the class teacher. IEPs, including targets set, are reviewed at least once a term with input from the child, teacher and parents/carers. EHCPs are reviewed in detail with parents, teacher and child every 12 months during an annual review meeting to which the Local Authority caseworker and other relevant outside agencies are also invited. IEPs are recorded in a "Pupil Passport" format.

The IEPs reflect the assess, plan, do, review cycle: **assess** - assessment of the child and their needs; **plan** - a plan of strategies/interventions/support for provision; **do** – how this will be achieved in practice with relevant targets/outcomes; **review** – a review of provision and progress towards outcomes.

13. How we know how good our SEN provision is

Effectiveness of provision for pupils with SEND is evaluated through the targets set on pupil's Individual Education Plans; individual intervention tracking/evaluations for academic, social and emotional provision; curriculum age related standards to track academic progress.

Reviews of SEND provision are discussed with Headteacher, class teacher, parents/carers and the child.

14. If you wish to complain

The procedure for managing complaints is: For parents to meet with the SENDCO / Headteacher in the first instance. If parents are still not satisfied, the school's complaints procedure is available on the school's website.

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Answers to Frequently asked Questions

1 How do people in school know if a pupil needs extra help?

If you are concerned that your child's attainment, progress, social and emotional development, or other learning needs or disabilities, do arrange to discuss this with the class teacher or with the SENDCo. If the class teacher has concerns about a child, they will discuss it with the SENDCo in the first instance and a decision regarding next steps will be taken. You and your child will be involved in the process. Where a child has an Individual Education Plan, relevant targets are shared with key support staff, as appropriate.

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

If you are concerned that your child may have special educational needs, do arrange to discuss this with the class teacher or with the SENDCo.

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

Your child's class teacher is responsible for the progress and success of your child in school, with support from the SENDCo if necessary. Parents / carers also have an important role in supporting progress by attending review meetings or parent/teacher meetings, ensuring that their child arrives in school on time and supporting their child's learning targets at home. It is also important that parents and carers read regularly with their child and communicate with the school if there are changes in circumstance that may affect your child.

3. How is the curriculum matched to my child's needs?

The curriculum is fully inclusive and all children have full access to every aspect of the curriculum. Lessons are differentiated to meet differing needs. Where necessary, group, or individual interventions are delivered, or additional adult support may be used within the classroom.

4. How do school staff support me/my child?

Support to address the needs of a child may be given through discussions with the teacher and / or the SENDCo. You / your child will be included in review meetings of IEP targets, termly and if required, advice and / or involvement of other professionals will be sought. (See the list of other agencies, above).

5. How can you help me to support my child's learning?

This can be discussed with the class teacher, with SENDCo support if required, and explored in consideration of individual needs and circumstances. How you can support your child will be discussed and agreed upon with you during Assess, Plan, Do, Review meetings.

7. What support is there for my child's overall wellbeing?

We have staff trained in THRIVE and TIS approaches to support pupils social and emotional development. Four members of staff are trained practitioners. Staff across the school enlist a range of strategies to support your child's wellbeing and personal, social, emotional and health issues are addressed in a range of ways, including: through lessons, discussions in response to a specific event or circumstance, rewards and sanctions, etc. (The school's behaviour policy is on the website). Some pupils may require more specific, targeted support which may be in small group, or individual sessions. If it is felt that targeted THRIVE or TIS sessions would be beneficial, this would be discussed with you and your permission sought.

Other external support may be sought (see list at point 11, above). Referrals can be made for parenting programmes, family support and the school nurse through a referral to the Early Help Hub, to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact the Early Help Hub yourself or speak to the assistant SENDCo about your concerns and she can make a referral for you if necessary.

9. How is my child included in activities outside the classroom including school trips?

Pensilva Primary School is fully inclusive. If your child has needs which require individual consideration for activities outside the classroom, including school trips, then consideration will be given regarding the employment of adjustments to meet these needs in order to include the child. The exception to this would be if a child's behaviour is a risk to themselves or others.

10. How accessible is the school environment?

All areas of the school are accessible to everyone, including those children with SEND. The school's Accessibility Policy is available on the school website.

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

The School provides excellent transitional arrangements with the local secondary schools. New pupils are invited to visit the School on several occasions prior to entry to ensure a smooth transition to school. There are strong links with Secondary Schools including taster days and school transition days, annually, for year 6 children and open days for year 5/6 children. Transition visits are carefully planned for pupils identified as possibly struggling with transition to enable additional visits in small groups. Where bespoke transition opportunities are required to support an individual's needs, this is arranged in discussion with the secondary school.

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

The school budget received from Cornwall Local Authority includes money allocated for children with SEND.

The SENCo / Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs of the school.