



Confidence Respect Enjoyment Wonder



Truro and Penwith
Academy Trust

Threemilestone School

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Threemilestone School Special Educational Needs and Disability (SEND) School Offer. Updated 2017.

Summer Term 2017. The SEND School Offer will be updated annually or at a time where individual needs necessitate.

This SEND School Offer has been written by the SENDCo and SLT in consultation with the Head teacher and staff and has been shared with the governing body, parents and pupils and is published on the website.

This report is to be read in conjunction with our Equality Policy and Plan (which is inclusive of SEND) and the SEND Information Report.

Threemilestone Primary School SEND Information Report complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Jan 2015)
- Schools SEN Information Report Regulations 2014

Responsible Persons

The responsible persons for SEND are Miss Jen Dyer (SENDCo - National Award for SEND 2013), Mrs Sue Brown (SLT) and Ms Suzannah Teagle (Head teacher)
The governor responsible for SEND is currently Dr Ali Stephens

Aims and Objectives

- The staff and governing body will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the appropriate governor has been informed by the LEA that a pupil has special educational needs, these needs will be made known to all who are likely to work with them.
- Our school ensures an equal opportunities approach, as set out in our Equality Policy and Plan, which is an inclusive, whole school approach to the teaching, learning and education of all children.
- Threemilestone Primary School is aware of the importance of identifying and providing for those pupils who have special educational needs or a disability, and those who are high ability or have significant medical needs.
- The SENDCo will draw up and report annually on the effectiveness of the school's work for pupils with special educational needs, report this to the Head Teacher and Governors, and will then share this on the school website.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is practical and compatible with the pupil receiving the necessary provision, the efficient education of other children in the school and the best use of resources.
- The school applies an Accessibility Plan to ensure our school is inclusive. (It is updated every three years or as individual needs necessitate).
- The staff will aim to include pupil and parent voice in all aspects and stages of SEND provision within the school.

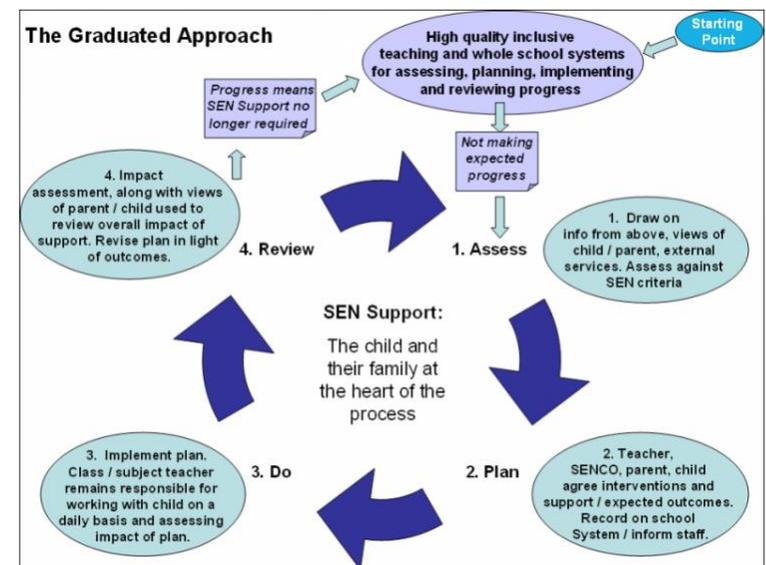
The Graduated Approach

The graduated approach describes the process by which Threemilestone Primary School identifies and manages children with SEND. There are three levels of support and provision offered by our school:

1. Whole School Approaches - All children in the school receive this first wave of provision;
2. Additional, targeted support and provision - Some children who are not making expected progress may access some of this second wave of provision; and
3. Specialist, individualised support and provision - specific individuals with more significant needs may access additional provision through this third wave of provision.

There are 4 areas of need as defined in the Code of Practice (Jan 2015):

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health Difficulties



The levels of support and provision offered by our school

This section of the SEND Information Report details the three levels of provision that are available in our school to provide effective learning. Decisions as to which support children receive will come from consultation with the teacher, SENDCo, SLT and Head Teacher, and will be shared with the pupils and parents as part of the graduated approach.

1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Detailed planning and objectives for literacy and numeracy with differentiated outcomes for all groups • Termly opportunities for parents to meet teachers for all pupils • School Council • Peer reading • Pupil conferencing • HIP Pupil Council • Children are encouraged to communicate via the virtual learning environment (eSchools) • School Parliament ministers • Learning Mentor • 'Suggestions' and 'Worries' boxes by the Heads Office. • Annual pupil questionnaires • Partner work and contribution to lessons, circle time, key stage and whole school assemblies 	<ul style="list-style-type: none"> • SEND pupils are included in all consultation groups • Intervention groups work as nurture groups as well, and feedback is valued • Additional provision is developed in light of student voice • Pupils views are incorporated into Personalised curriculums (IEPs) 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil • Pupils views (where possible and appropriate) form an integral part of TAC meetings and SEN reviews • Pupils views are incorporated into Personalised curriculums (IEPs) • Documentation is presented in a format that is accessible to the pupil where possible, and pupil views are collected through a range of media: videos, pictures, choosing books etc.

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> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers class teachers, phase leaders, deputy head teacher and head teacher all involved in process of communication • Parents and carers attend FACE2FACE meetings in the Autumn and Spring terms, with a report in the Summer Term and meeting opportunity to follow up on it • Parents Questionnaire sent home annually • Where necessary, parents are given support to access multi-agency support • Parental/carer weekly newsletters and letters home about specific information. • Parents meetings for information sessions • Parental attendance at weekly family assemblies and other events throughout the year • Parent advise from Learning Mentor • Text message system • School website and Facebook page 	<ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their children at home - available sessions from outside agencies circulated on weekly newsletter. • Virtual sites such as 'RM Easimaths' are available to support learning at home • Parents are able to contact school about concerns at any time • Support via the Early Help Hub, such as a family support worker. • Contact with families via phone or email • Additional meetings to discuss specific needs outside of FACE2FACE 	<ul style="list-style-type: none"> • Parents and carers are supported in attending, and are actively involved in, all TAC meetings and reviews where their views are an integral part (ie IEP reviews at parent Face2Face meetings) • All documentation is presented in a format that is accessible to parents • 'Meet and Greet', and 'End and Send' for individuals • Home/school communication book • SEN Review of EHC Plan - annual with professionals.

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> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students • All students, regardless of ability have full access to the curriculum • Lessons are planned and delivered catering to all styles of learners • Termly data tracking and pupil progress meetings identify pupils who need specific interventions • We ensure a broad and balanced curriculum • High expectations for involvement in learning • Classroom culture which encourages risk taking • Clear learning objectives and 'steps to success' shared with all pupils • Focused Improvement Time (F.I.T.) - developmental marking for all pupils. 	<ul style="list-style-type: none"> • Intervention packages are needs lead. (See section 4) • The progress of all students taking part in intervention groups is measured on a termly basis • The intervention packages are adapted in light of pupil progress 	<ul style="list-style-type: none"> • Pupils are supported in accessing all areas of the curriculum regardless of their SEN, with adult support where necessary • Pupils may access and individualised curriculum tailored to their interests, that still meets the needs of the skills being taught. • Choice trays for ASD to access learning • Coloured overlays/books etc • Outside agency involvement for support • Pencil grips, sloping boards, specialised handwriting pens

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"> • Clear learning intention: WALT • VAK range of teaching and learning styles • In-class differentiation of work / differentiation of outcomes for activities • Reinforcement or extension activities • Quality marking - positive named comments, strengths and next steps identified • Non-written tasks: recording, taping, drawing, Teacher/TA scribing • Feedback from assessments - pupil conferencing • Working/learning walls and displays • Access to learning support materials - word lists/mats, number lines, 100 squares • Use of concrete equipment in numeracy • Visual timetable and shared timetables • Range of dictionaries and thesauruses • Adult support and position in class - Teacher and TA • Child's position in class • Whole school Golden Rules and Golden time • House teams • Individual rewards and praise - positive reinforcements • Brain Gym activities • Marking ladders/writing frames/toolkits • IWB background colour/font size and type • Effective use of ICT by pupils and teacher 	<ul style="list-style-type: none"> • Springboard Y3,4,5+6 • Overcoming Barriers maths materials • Additional reading with and adult • Read, Write, Inc • ALS, ELS • Circle Time • Small group SEAL work • Guided reading • Guided writing • Peer reading • Keyboard Skills - BBC Dancemat • Additional handwriting practice • Speed Recovery Handwriting/Speed Writing • Fun Fit • Write from the Start • Nessy • Accelerread/Accelerwrite • Precision Teaching • Additional phonics sessions • RM Easimaths • Spelling Made Easy • Number formation grids/booklets • Writing slopes, pencil grips, handwriting pens 	<ul style="list-style-type: none"> • Additional 1:1 reading • Individual support in class • Pre-teaching • Speech and Language Therapy • Learning mentor support • Outside agency guidance, outreach, visits etc: Teacher of the deaf, Vision support services, Educational Psychology, Penhaligon's Friends • Home/School records • Individual ICT equipment ie an iPad

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"> • All pupils are encouraged in their independent learning skills • Appropriate resources are available in all classrooms to promote independence • Visual timetables • Working wall in room and other prompts • Key Vocabulary displayed and Success criteria • Teaching and modelling learning behaviours • Use of the Bs (Brain, Board, Buddy, Boss) • Play leaders at lunchtimes • Behaviour system that focuses on positive choice 	<ul style="list-style-type: none"> • Students have personalised equipment to help them learn such as talking tins, overlays and number squares • Where necessary students have access to: visual timetables; task cards; and prompt cards. 	<ul style="list-style-type: none"> • Additional support is shared to build resilience in the young person so that they have self-coping strategies for when and if the TA is absent, and to build independence where appropriate. • When appropriate personalised task boards and timetables are available to support independence. • Now and next boards • Individual visual timetables and other visual aids such as traffic lights, choices boards • Quiet spaces/break-out areas

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"> • PSHE lessons include all students • Pupils have access to a school nurse on a referral basis. • Risk assessments and safety policies are in place to ensure all children are safe within the school. • Resilience is promoted through competitive sports • After school clubs • Weekly celebration assembly • Staff training on first aid 	<ul style="list-style-type: none"> • If appropriate intervention groups to help self-esteem issues are available. • Bereavement counselling can be sought upon request. • Fun Fit 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies. • Additional support for pupils can be requested from: CAMHS; social care; youth centres; Penhaligan's friends; Gwennak Kernow etc • Students with specific medical conditions have an individual health care plan. • Sensory breaks for identified children

7. 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 everybody. • Wheelchair access is available to all classes through the front entrance • Pupils feel safe in an environment where bullying is 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate (overlays, sloping ramps) • Quiet areas are available in class as well 	<ul style="list-style-type: none"> • Designated teaching areas are available • Dedicated resources matched to pupils' needs can be available • Liaison with appropriate health

<p>absolutely minimal and dealt with effectively</p> <ul style="list-style-type: none"> • There is a designated 'Designated Safeguarding Officer' (Ms Suzannah Teagle), a Deputy DSL (Mr David Hick) and a named Child in Care lead (Ms Suzannah Teagle). • Teachers focus on rewarding good behaviour to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school 	<p>as break-out spaces in corridors.</p>	<p>professionals/teams</p> <ul style="list-style-type: none"> • Sensory area in SEN Room with access to light-board, trampette, theraball, CD player, giant soft toys etc.
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8. Transition from year to year and setting to 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> 
<ul style="list-style-type: none"> • Strong links with the on-site pre-school. EYFS teacher clearly identifies pupils who may need extra support through transition sessions. • EYFS transition is well planned and takes place regularly and progressively. • EYFS teacher visits pre-school settings to aide transition (where possible) • There are strong links with the receiving Secondary school. Pastoral leads identify pupils who may need extra support. • Taster sessions happen throughout the year and in a variety of curriculum areas. • 'Move up' morning across the school allows all pupils to work with their new teacher. • Staff meetings are planned in for transition to the next class/year group 	<ul style="list-style-type: none"> • Previous interventions are shared and discussed at transition meetings in school (year to year). • Additional informal transitional classroom, and the wider school environment, visits are made for small groups/individuals. 	<ul style="list-style-type: none"> • Where necessary, individualised transition programmes are put in place. • SENCo liaises with Secondary schools and pre-schools to ensure all information is shared before transition where possible

Services and Organisations that we work with:

- Speech and Language Therapy
- Educational Psychology
- SEN Services Southwest
- Child and Adolescent Mental Health Service (CAMHS)
- Penhaligon's Friends
- Autistic Spectrum Team
- Occupational Therapy
- School Nurse/Health Visitor Team

The SENDCo will consult with outside agencies to help identify strategies and support that the children may need to help them make progress. Any recommendations or programmes of work recommended by external agencies are implemented by staff and inform the Individual Education Plans (IEP) where appropriate.

All of these organisations' contact details can be found on the Family Information Service website.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrenguidance.org.uk>

Pupil Progress

How we assess and review pupils' progress towards outcomes, including how we work with parents and young people:

- Children are assessed on an ongoing basis by their teachers with regards to progress in reading, writing and maths.
- Data on all children is collected termly and discussed at Pupil Progress Meetings with the Head Teacher, Deputy Head Teacher and SENDCo.
- Children with SEND are included as a vulnerable group when looking at this information.
- Progress towards IEP individual targets is assessed at around the half-term of each term.
- Children, teachers and parents comment on their progress towards targets and evidence can be found on target cards, evidenced in books, recorded on intervention sheets and other places.
- New targets, should they be needed, are set and shared with the SENDCo.
- Copies of all IEP's are sent home to parents/pupils, used as working documents to refer to in class by all staff working with the child, and kept as a record of SEND support by the SENDCo.

How we know how good our SEND provision is

How we evaluate effectiveness of provision for pupils with SEND.

- Threemilestone Primary School evaluates effectiveness of provision of pupils with SEND through detailed analysis of pupils progress through data, progress towards individual targets on IEP plans, in annual review meetings of EHC Plans and through pupils consultation.
- Data on reading, writing and maths is measured against local and national data.

Answers to Frequently asked Questions

1 How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

We use a variety of assessment strategies which are monitored half termly to ensure the progress of all children. If your child is not making progress then further investigative measures will take place. The school has an open door policy so any educational issues can be shared at any time with staff.

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

The overall responsibility for your child's success lies with the Head teacher and governing body, this is shared by teaching staff, teaching assistants, yourselves and your child.

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

Threemilestone Primary School has an inclusive ethos and aims to provide a broad and balanced curriculum which meets the interests and imagination of all children. Children who are identified as needing additional Special Support will have an individual plan which outlines how the curriculum is made accessible to them. All children in the school access differentiated lessons to match their needs as individual learners.

4. How will Threemilestone Primary School staff support my child?

Threemilestone primary school staff aim to support all children to reach their potential through differentiated teaching, individual targets, targeted interventions and pastoral care. School staff, including the teachers, Head Teacher and the SENDCO are available to parents for the discussion of individual needs where needed.

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

The school works in partnership with all parents and carers. Parents and pupils are consulted and involved in the process of the graduated approach to SEND. Parents and carers attend progress review meetings twice a year and a formal report is sent home at the end of the year. Following this, there is the opportunity to discuss any issues which may have arisen from the report.

6. How do I know that my child is safe in school?

Risk assessments and safety policies are in place to ensure all children are safe within the school. Designated governors have responsibility for health and safety, and safeguarding. The school premises are secure.

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

The staff have had a range of training which is on-going. For more details, see the SEND Information Report. All staff have had Safeguarding Tier 2 training. There are lots of individual areas of expertise amongst teachers and TAs and training is on-going.

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

Provision is made for all children to take part in all learning activities. The provision needed to make all areas accessible will depend on the needs of the child. Threemilestone School works hard to ensure all activities to be inclusive.

9. How will school prepare and support my child to join the school and then transfer to secondary school?

Threemilestone Primary School liaises with pre-schools and secondary schools prior to the movement of pupils where possible. Our EYFS teachers aim to visit the pre-school to meet children in their current settings. Where more detailed transitional plans are required, the SENDCo and EYFS teachers often meet with parents to discuss additional support, visits, pictorial aids, and other tools. Secondary transfer involves a number of visits for pupils in the summer term of Year 6, as well as staff meetings and parent open evenings. As with the pre-school transfer, where a more detailed transition is needed, an individual plan will be created.

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

Appropriate resources are available in all classrooms to help all children. Interventions are tracked and monitored termly alongside pupil progress data meetings. For children with an Education, Health, Care Plan (EHCP), the school will cover up to the first £6000 of provision and if additional support above this is deemed necessary by the Local Authority and the school in order for the EHCP to be successfully applied, this will be provided to the school from the Local Authority.

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

For children receiving SEND Support, and who are subject to an IEP (Individual Education Plan) staff and parents will create a child-focused plan, detailing the provision and targets needed to make progress when appropriate. If your child is subject to an EHCP, the

Local Authority Assessment and Provision Team, in conjunction with the school, will detail the provision school needs to provide and whether additional funds are needed to implement this.

12. Where is information on my child kept?

All records relating to children are kept in a locked filing cabinet to which all staff have access. All records relating to children are passed to the new child's school if/when they transition to a different setting. Any safeguarding records are kept in a locked cupboard only accessible to the Designated Safeguarding Leads: Ms Suzannah Teagle, Mr David Hick and Mrs Lexi Lobb.

13. Who can I contact for further information?

You can contact us at school or the SEND Parent Partnership Support Team on 01736 751 921

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

Contact us at school, but if you feel your need is still not being met please refer to our complaints policy.

15. How is your SEND Information Report reviewed?

Our SEND Information Report is reviewed by the SENDCo and SLT. Involvement and consultation of staff is used to update relevant sections at staff INSET and meetings. The data and impact of SEND support is collated at Pupil Progress Meetings termly and added to the report annually in the summer term. This report is reviewed annually or at a time where individual needs necessitate.

Safeguarding

Threemilestone Primary School is committed to safeguarding and promoting the welfare of all children.
We expect all our team members to share this commitment.