

# Roskear Primary and Nursery School

*Learning together for a better future*

## Our SEND information report

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Sharon Head 01209 714241

### Answers to Frequently asked Questions

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

Teachers monitor children's progress in all areas of learning carefully and use the class based intervention system (Enhanced Learning) to ensure children do not fall behind in the core lessons. This is monitored carefully by the SENDCo (Special Educational Needs and Disabilities Co-ordinator) and Senior Leadership Team. Pupils have end of year targets and progress towards these targets is analysed every half term. Pupils who continue to not make progress will be referred to the SENDCo for additional support. Pupils with specific needs who receive support from outside agencies, such as Speech and Language Therapy, will have additional targets based on their need. These targets are shared with the class teacher and all parties will work towards them together.

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

Your initial concern should be raised with your child's class teacher. If you remain concerned please contact Mrs Head, SENDCo, at the school, 01209 714241.

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

We value parents as partners in children's learning and success. Children make the best progress when all parties work together and communicate effectively. If a teacher has concerns about your child's progress they will address this with you either face to face or over the phone. As such, if you have a concern about your child's progress please speak with the class teacher in the first instance.

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

We use a broad and balanced curriculum which is cross curricular and involves lots of practical activities. Teachers plan effectively to meet all children's needs and cater for a range of learning styles.

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

Termly reports/parent consultations will give you the opportunity to see how well your child is doing in school and the progress they are making. We hold regular open afternoons which also give you the opportunity to look at your child's work and discuss any concerns with the class teacher. We have an open door policy and all teachers are happy to make time to talk to you about your child at the end of the school day. (Please note: the open afternoons and face to face meetings with parents are subject to COVID 19 restrictions)

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

The school gates are always shut during the school day allowing children freedom around the school grounds whilst keeping them safe. Registers are taken at the beginning of each session to ensure all children are present and teachers are aware of where children are at all times. Members of the public are required to sign in through reception before entering the main school building. All visitors are asked to wear a visitors' lanyard.

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

Our SENDCo, Mrs Sharon Head, has achieved her SEN National Award which is now a legal requirement for SENDCos. Mrs Head is also a licensed Trauma Informed Schools practitioner. Key staff have had training in Makaton sign language, Elkan speech and language, team teach training, Trauma Informed Schools and Funfit.

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

All children are given the opportunity to attend extra-curricular activities and school trips, regardless of need or ability. Children will be supported on school trips as they would be within the classroom and risk assessments will be completed prior to the trip.

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

Our school is fully accessible for children, young people and adults with physical difficulties. We have wheelchair access and disabled toilets.

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

Transition times are handled very carefully especially for children with SEND. Information is passed onto the next teacher within school both in verbal and written format. SEND reviews are transferred to the next class and SEND information is made available early

to enable the next teacher to prepare and plan effectively. Teaching assistants work with children to create a transition book, full of photos and information about their new class and teachers. Children who have 1:1 support within the classroom will meet their new 1:1 support teaching assistant many times prior to moving class. When moving onto secondary school (or a new school in a new area) all records will be securely transferred to the receiving school and meetings are held to share information about individual children's needs and strategies that support them.

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

Initial concerns should be raised with Mrs Sharon Head.

12. How is your Local Offer reviewed?

The SENDCo will review the local offer annually to ensure the information provided is clear and up to date. The local offer will next be reviewed in September 2023.

13. How do we assess and review the progress of our young people towards outcomes?

We use the Assess, Plan, Do, Review graduated approach to monitor the provision and progress of children on School Support. The review is written in a meeting with the child and the parents, to ensure targets reflect the needs of the child both at home and school. THE BEST PROGRESS IS ALWAYS MADE WHEN HOME AND SCHOOL WORK TOGETHER AND WHEN FAMILIES MAKE TIME TO TALK, PLAY GAMES AND SUPPORT LEARNING IN SCHOOL. The role of the parents in identifying and helping their child with special difficulties is vital, and the school consults with parents fully to maintain a close working relationship.

Pupils with SEND are assessed against their individual targets as well as against age related expectations. Information about their progress is collected through evidence in books, discussions with the child and teacher assessments. Progress of children with SEND is monitored closely by teachers, the SENDCo and the Senior Leadership Team. Children with SEND generally make good to accelerated progress in many areas of the curriculum. Children with additional needs in Year 6 will be given additional time and rest breaks when completing their SATS tests.

For a very small number of children a formal assessment of educational need is made; an Education Health and Care Plan is then written with appropriate targets and actions. The procedure involves the Educational Psychologist, the teaching staff and support staff, plus other professional bodies who may be able to offer advice. This can be a lengthy process and the school will offer as much support to parents as possible. The provision that is made for children with EHCPs is varied and may consist of short periods of specialist teaching, TA support, physiotherapy, or possibly a place in another school offering specialist provision. The formal plans for the children are reviewed annually, and parents are fully involved in this process.

14. How do we evaluate the effectiveness of our provision for young children and young people with SEND?




As a school we value greatly the views of the parent and the child. We often send questionnaires home to gauge strengths and weaknesses in our provision and where problems or concerns are raised, these are dealt with speedily. Mrs Sharon Head, the SENDCo, monitors all aspects of SEND provision carefully, from individual child support to interventions, resources and staff training. Data is carefully monitored and progress of individual children followed closely.

15. How do we handle complaints about the provision of the school?




Complaints should initially be raised with your child's class teacher. However, if you feel this is not appropriate then an appointment can be made with the SENDCo, Mrs S Head, the Deputy Head, Mrs S Lagdon or the Assistant Head, Mrs Fleur Johnson. In the event of the complaint remaining unresolved then you should seek advice from the Headteacher, Miss Nicola Furnish. Please see our *Complaints Policy* for details on the procedure to follow.

## The levels of support and provision offered by our school

### 1. Listening to and responding to children and young people

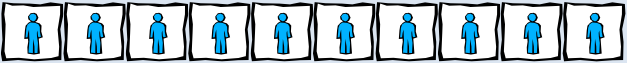


Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>The views and opinions of all pupils are valued.</li> <li>Student voice is represented in all aspects of school through pupil conferencing, questionnaires and surveys, sports councillor and pupil council.</li> </ul>	<ul style="list-style-type: none"> <li>Students with SEND are included in all consultation groups and focus teams, in the same way as all pupils within the school.</li> <li>Additional provision is developed in light of student voice.</li> </ul>	<ul style="list-style-type: none"> <li>Individual support is responsive to the views of the student.</li> <li>Student's views are an integral part of SEND review meetings and annual reviews.</li> <li>All SEND reviews, positive handling plans and individual targets are presented in a format that is accessible to the pupil.</li> </ul>

### 2. Partnership with parents and carers

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<ul style="list-style-type: none"> <li>The school works in partnership with all parents and carers.</li> <li>The parents/carers of all students are invited to attend parent consultations twice yearly.</li> <li>Full reports are sent home to every child</li> </ul>	<ul style="list-style-type: none"> <li>Families are invited to attend coffee mornings, family learning sessions, open mornings and celebration assemblies, as well as educational workshops delivered by staff.</li> <li>Parents/carers are able to and</li> </ul>	<ul style="list-style-type: none"> <li>Parents/carers are actively involved in multi-agency meetings such as TAC meetings, SEND reviews and annual reviews.</li> <li>Parents/carers are informed of any additional intervention their child</li> </ul>




<p>in the Spring Term.</p> <ul style="list-style-type: none"> <li>• Home/School diaries encourage dialogue between parents/carers and school.</li> <li>• Parents/carers know who to contact if they have a concern.</li> <li>• Parents/carers can be contacted via our text message service to ensure all families receive individual messages from school staff.</li> <li>• Parent/carer views are an integral part of all meetings.</li> <li>• All documentation is presented in a format that is accessible to individual parents/carers.</li> <li>• Parents/carers are encouraged to hear their child read daily.</li> <li>• Parents/carers are encouraged to join in with school trips, open afternoons, sports days and seasonal celebrations.</li> <li>• We have a school parent council who are consulted on changes to the school, policy changes and provision.</li> </ul>	<p>encouraged to contact school with any query or concern at any time.</p> <ul style="list-style-type: none"> <li>• The school pastoral team work alongside families, signposting parents/carers to agencies for support.</li> <li>• Staf are aware of the support the Early Help Hub can give to parents and often signpost parents to this service.</li> </ul>	<p>receives.</p> <ul style="list-style-type: none"> <li>• Parents/carers are informed when their child moves onto or off the SEND record of need.</li> </ul>
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### 3. The curriculum

<p>Whole school approaches. The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced Learning is bespoke and need</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Trauma Informed Schools (TIS)</li> </ul>

<p>inclusion of all pupils.</p> <ul style="list-style-type: none"> <li>• All children, regardless of ability or additional needs, have full access to the curriculum.</li> <li>• Data analysis using Target Tracker is used to identify pupils who require class based intervention.</li> <li>• All children, regardless of ability or additional needs, are included in all school activities, extra-curricular clubs and school trips, including camp.</li> <li>• Whole class PSHE lessons using the <i>Jigsaw</i> scheme.</li> <li>• PE taught by a specialist PE coach from Y1-6.</li> </ul>	<p>led.</p> <ul style="list-style-type: none"> <li>• The progress of children on the intervention programmes is measured regularly by the lead practitioner and monitored by the SENDCo/subject leader.</li> <li>• Small group interventions include: <ul style="list-style-type: none"> <li>-Read, Write, Inc</li> <li>-Booster group (Year 6)</li> <li>-Nurture group</li> <li>-Social skills</li> </ul> </li> </ul>	<p>sessions for children who have emotional development interruptions.</p> <ul style="list-style-type: none"> <li>• Read, Write, Inc top up</li> <li>• Children with additional needs are able to access the curriculum, sometimes with the support of adults in the classroom, sometimes independently.</li> <li>• The curriculum and learning are differentiated or personalised for individuals.</li> <li>• Individual interventions include: <ul style="list-style-type: none"> <li>- Draw and Talk</li> <li>- TIS/Boxall</li> <li>- Nessy</li> <li>- Maths Whizz</li> </ul> </li> </ul>
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#### 4. Teaching and learning

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All lessons are carefully planned to include clear success criteria, a focused learning intention, different learning styles and differentiated activities.</li> <li>• Children work in ability groups, friendship groups, pairs and independently during the school day.</li> <li>• A variety of learning styles are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Common classroom resources such as dyslexic friendly rulers may be used by everybody.</li> <li>• The nurture group (targeted Y1 children) focus on developing life-skills and independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have personalised equipment to help them learn, such as talking tins, overlays, timers</li> <li>• Adults supporting children with physical needs are given time to meet with the Occupational Therapists and physiotherapists to ensure we can continue the exercises necessary within</li> </ul>






<ul style="list-style-type: none"> <li>• Learning intentions are displayed and discussed using WALT.</li> <li>• Peer improvement is used to ensure all children are involved in the marking process.</li> <li>• Teachers mark where possible with the child in the lesson, using 'tickled pink' and 'green for growth'. This ensures feedback is positive and next steps are identified.</li> <li>• All teachers give immediate feedback to pupils during the lesson in order for them to edit their learning and learn from their mistakes.</li> <li>• All teachers use a consistent approach to marking which is discussed with children from an early age.</li> <li>• Targets are set for each cohort, by Senior Leaders, for the end of year.</li> <li>• Teachers use mini plenaries and visualiser stops to assess the understanding of the learning intention and address any misconceptions.</li> <li>• Teaching assistants are used widely within the classroom to ensure the independence and progress all children, including those with SEND.</li> </ul>		<p>the school environment.</p> <ul style="list-style-type: none"> <li>• Teachers and teaching assistants are given access to targets and activities set by the Speech and Language Therapist to ensure targets are being focused on in school as well as at home.</li> <li>• Alternative ways of recording are used for individuals who have difficulties with coordination, with advice sought from agencies such as OT and the advisory teacher for physical difficulties.</li> <li>• Suggestions from Educational Psychologists are shared with all key staff and implemented where possible immediately.</li> <li>• When children are learning at a level below that of their year group, teachers differentiate the tasks in class to meet the child's needs.</li> <li>• Some individuals have personalised curriculums which focus on developing key skills for the child, rather than them taking part in class based curriculum lessons.</li> </ul>
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### 5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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<ul style="list-style-type: none"> <li>Resources are available for children to use independently within the classroom.</li> <li>All pupils have access to extra-curricular clubs which encourage independence and self-help skills.</li> <li>All teachers display a visual timetable which is used to support children who rely heavily on routine.</li> <li>Where teaching assistants are in the classroom they facilitate independence from all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Small group interventions promote independence in physical and social/emotional development, such as social skills groups and Nurture.</li> </ul>	<ul style="list-style-type: none"> <li>Some children require an individual visual timetable with a now and next board.</li> <li>Some children require access to objects of reference when choosing an activity.</li> <li>Sticker charts/reward charts may be used with individual children if necessary.</li> <li>There is access to disabled toilets for children with physical disabilities.</li> <li>Topic word mats are sent home with some individuals to help develop the vocabulary around a topic being taught in class.</li> <li>Children on the school record of need, have individual bookmarks with their targets identified on it, to help them remember what they are aiming to improve.</li> </ul>

## 6. Health, wellbeing and emotional support

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- PSHE sessions include all pupils.
- We are a TIS school, with seven named TIS practitioners, who support children with emotional and mental health needs.
- We are a nurturing school and aim to develop the whole child.
- Pupils have access to our pastoral team and the SENDCo throughout the school day.
- The school works in partnership with Penhaligon's Friends to help children deal with bereavement.
- Year Two children can become playground buddies, helping the younger children settle into the playground and playing with individuals who feel lonely or upset.
- Year Six have the opportunity to become school prefects if they display positive behaviours and effort in their learning consistently.
- All children have the opportunity to become a school councillor, representing their year group at regular meetings.

- A quiet area is available for vulnerable pupils or children who feel emotionally dysregulated at any time throughout the school day. Staff are available to support children who need it.
- Key staff are team teach trained.
- Key members of the pastoral team work with small groups of children on developing social skills and emotional resilience.

- TACs, CHiN meetings, Early Support meetings and annual reviews are supported by a range of agencies and all support and advice is actioned accordingly.
- Boxall assessments are used to tailor provision to develop emotional resilience.
- Risk assessments are in place for children with behaviour difficulties.
- Positive handling plans are written for children who display extreme behaviours within school, alongside parents and the child.
- Additional support for pupils can be requested from:
  - CAHMS
  - ASD Team
  - Social care
  - Penhaligon's Friends
  - Educational Psychologist
  - Dreadnought
  - Teacher of the Deaf/Hearing Support
  - Speech and Language Therapist
  - Local secondary schools, etc
- Pupils with specific medical needs have individual health care plans, which are monitored and regularly updated by our pastoral team.
- For some children rest breaks are given, especially after times of intense exercise such as swimming, in line with




		<p>guidance from the occupational therapist and parents.</p> <ul style="list-style-type: none"> <li>For a small number of children, individual rewards and sanctions are agreed between the SENDCO and class teacher. These are recorded and shared with all key members of staff, the child and the parents.</li> </ul>
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## 7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>All children have opportunities for social interaction, regardless of need and ability.</li> <li>All students belong to a class with a named class teacher.</li> <li>Appropriate risk assessments are completed for trips, visits and activities to ensure all pupils are safe and their needs will continue to be met whilst out of school.</li> <li>All children have the opportunity to join extra-curricular activities and trips regardless of need.</li> <li>Year Two children can become playground buddies, helping the younger children</li> </ul>	<ul style="list-style-type: none"> <li>The pastoral team encourage social interactions between children who find this difficult, through social skills groups and a nurture provision.</li> <li>School councillors meet regularly to discuss key school priorities.</li> <li>A key member of the pastoral team runs social skills groups throughout the week.</li> <li>All teachers prepare a pictorial vocabulary check list at the beginning of every new topic which enables children with SEND or hearing impairments to learn key words before meeting them in lessons.</li> <li>Small group <i>Lego Therapy</i> intervention</li> </ul>	<ul style="list-style-type: none"> <li>Learning mentors, teaching assistants and the SENDCO use therapeutic stories and social stories with individual children.</li> <li>Some children have an individual poster in their class to which they add the name of their buddy for the day, who they then play with at break time and lunch time.</li> <li>At lunchtimes, we run a nurture club for EYFS/KS1 and one for KS2, for children who feel vulnerable or uncomfortable going outside or need supervision and support while eating.</li> <li>Children are given the opportunity to eat</li> </ul>

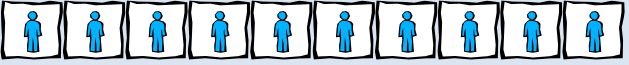


<p>settle into the playground and playing with individuals who feel lonely or upset.</p> <ul style="list-style-type: none"> <li>• Year Six have the opportunity to become school prefects if they display positive behaviours and effort in their learning consistently.</li> <li>• All children have the opportunity to become a school councillor, representing their year group at regular meetings.</li> </ul>	<p>for targeted individuals.</p>	<p>their lunch in the quieter space of the nurture room instead of the hall, if needed.</p>
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8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All areas of the school are accessible to everyone including those pupils with SEND.</li> <li>• All internal areas, and a majority of external areas, are wheelchair accessible.</li> <li>• Questionnaires have shown that children feel safe and happy in the school environment.</li> <li>• The school grounds are safe and secure during the school day, with locked gates. Members of the public must sign into reception before entering the main school building.</li> <li>• Bullying is minimal and always dealt with quickly and efficiently.</li> <li>• The SENDCo is the designated safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet areas are available during breaktimes and lunchtimes for children who are unable to cope with unstructured times.</li> <li>• Key named staff have been Team Teach trained.</li> <li>• There are a number of small non-teaching rooms around the school that can be used for interventions and small group teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled toilets are available to children who need them.</li> <li>• Some children have access to specialist equipment within the classroom, such as writing slopes, weighted blankets, wobble cushions and specialised chairs.</li> <li>• Teachers are made aware of individual children who may need quiet areas within the classroom, children who need to be seated near or away from the door, plus other physical factors that will affect the layout of the classroom such as wheelchair access between tables.</li> </ul>

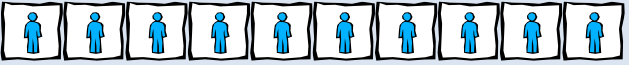


<p>officer with the Headteacher and two additional members of staff acting as Deputy Safeguarding Leads.</p> <ul style="list-style-type: none"> <li>• All areas of the school are inviting, engaging, positive and support learning and/or value children's efforts.</li> <li>• Teachers focus on rewarding good behaviour and good effort in learning, to promote a positive environment.</li> <li>• The rewards and sanctions systems are robust and displayed around the school.</li> </ul>		<ul style="list-style-type: none"> <li>• Some individual children are given access to additional spaces around the school where they can go to help them regulate their emotions or engage in work quietly out of class.</li> </ul>
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Transition from the Foundation Stage to KS1 is handled carefully, with moderation of attainment between teachers, classroom visits for the children and set playtimes in the 'big playground' prior to starting in Year One.</li> <li>• Transition notes from one teacher to the next teacher ensure all necessary information including SEND, medical, behaviour and family background is passed on efficiently.</li> <li>• All children have the opportunity to visit</li> </ul>		<ul style="list-style-type: none"> <li>• Children with SEND will have a transition book made with photographs and information about their new class/setting/key staff included.</li> <li>• Pupils with SEND or vulnerable pupils have extra transition visits to their chosen secondary schools.</li> <li>• Children who have 1:1 support within the classroom will have the opportunity to meet their new 1:1 teaching assistant many times prior to moving to their new class.</li> </ul>

<p>local secondary schools for extra-curricular visits and activities throughout their primary years.</p> <ul style="list-style-type: none"> <li>• Taster days are available for Year Five and Six children to local secondary schools.</li> <li>• A robust procedure for joiners and leavers is followed by all key staff.</li> </ul>		<ul style="list-style-type: none"> <li>• Individuals joining our school from a different setting will be given a 'buddy' within their class as they settle.</li> <li>• Some children with SEND, who join our school from a different setting, are given the opportunity for a phased transition if it is felt necessary.</li> <li>• The secondary school SENDCO is invited to annual reviews and multi-agency meetings for children in Year Six.</li> <li>• For children who are moved to specialist provision (alternative provision or dual provision) visits are completed to the new setting along with their named teaching assistant to ensure they feel safe.</li> </ul>
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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"> <li>• National Award for SEND (Sharon Head)</li> <li>• Annual whole school autism training (from the ASD team)</li> <li>• Whole school Read Write Inc training, plus individual training as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma Informed Schools update training for specific key staff</li> <li>• In house TIS training for teaching and non-teaching staff</li> <li>• Lego Therapy training for specific TAs</li> </ul>	<ul style="list-style-type: none"> <li>• Team Teach training for a key support staff.</li> <li>• Transition from Early Support to primary - information sessions run by Early Years Educational Psychologists.</li> </ul>

<ul style="list-style-type: none"> <li>• In house curriculum training</li> <li>• MAT training days</li> <li>• Emotion Coaching training for teachers and TAs</li> <li>• SEND updates emailed out to all staff</li> <li>• Access to SEND resources on the school server for all teaching staff.</li> </ul>	<p>who will deliver this intervention. Training is offered through the Educational Psychology Service.</p> <ul style="list-style-type: none"> <li>• A number of HLTAs have been trained in the <i>Draw and Talk</i> intervention.</li> <li>• A number of TAs have been trained to complete dyslexia screenings.</li> </ul>	<ul style="list-style-type: none"> <li>• Support and training from the dyslexia service, including memory workshops and how to use the information from a dyslexia screening to improve outcomes for children, where appropriate</li> <li>• Training and support from the Speech and Language Therapist based on an individual child's need.</li> </ul>
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In addition to our school information report you can also see Cornwall's Local Offer on The Cornwall Family Information Service (FIS) website: <http://cornwall.childrensservicedirectory.org.uk>