

# St Stephen Churchtown Academy

**Our 'Local Offer' for the inclusion of all students including those with Special Educational Needs and Disability (SEND)** Date  
28.09.16

St Stephen Churchtown is a school which endeavours to provide inclusive learning for all pupils, including those with Special Educational Needs and Disabilities (SEND). All our children can enjoy and participate in a broad and exciting curriculum with additional extra-curricular activities such as trips and after school clubs available to engage their interest and develop their social, academic and physical skills. Differentiation enables all children to access learning at the level that meets their needs and allows them to achieve their full potential.

Link to Special Educational Needs Policy (if available)  
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Link to Equality and Diversity Policy  
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Link to Accessibility Plan/Policy  
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**Name of the Special Educational Needs/Disabilities Coordinator: Simon Welch**  
**Name of the Learning Support Co-ordinator: Rachel Geach**

**Head Teacher Mr Simon Welch**

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

### 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"> <li>• The views of all children are listened to and valued.</li> <li>• Children’s opinions are voiced to the school through:</li> <li>• Children’s achievement both in and out of school are celebrated and shared through assemblies and displays.</li> <li>• Pupil interviews</li> <li>• School Council</li> </ul> <p>We listen and respond to children via the school council and through class discussions.</p> <p>Safeguarding and SEND concerns are discussed at staff meetings and briefings.</p>	<ul style="list-style-type: none"> <li>• SEND children are encouraged to be involved with any feedback groups.</li> <li>• SEND children contribute their ideas to reviews.</li> <li>• SEND children are given additional support through differentiated planning, supportive resources and adult guided group work.</li> </ul>	<p>Individualised support is responsive to children’s views through:</p> <ul style="list-style-type: none"> <li>• Children are asked their opinions and these are included in Annual reviews, TAC meetings and when planning Learning Passports.</li> <li>• Targets for learning passports and progress made are discussed with pupils.</li> <li>• The children are encouraged to talk with the SENDco.</li> <li>• Support staff are available to advise and help children at all times.</li> <li>• At annual reviews, children’s’ views are an integral part of Team around the Child (TAC) meetings.</li> </ul>

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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> 
<ul style="list-style-type: none"> <li>• The school works in partnership with all parents and carers.</li> <li>• The parents and carers of all students are invited to parent meetings.</li> <li>• Children’s progress and targets are shared with parents.</li> <li>• Parents and carers are made aware of who to contact if they have any concerns.               <ol style="list-style-type: none"> <li>1) Class Teacher</li> <li>2) SENCO</li> <li>3) Head Teacher</li> </ol> </li> <li>• Parents are invited to a half termly Parents’ Forum meeting. Subject leaders and the SENDco hold information meetings for parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have the opportunity to be involved in extra- curricular clubs and activities.</li> <li>• Parent meetings, differentiated homework, differentiated spellings, reading tasks and records involve parents in supporting their child’s progress.</li> <li>• The Head teacher, Class teachers and the SENDco are happy to arrange appointments to update parents and listen to parental concerns.</li> <li>• Parents are encouraged to contact school at any time to address any concerns.</li> <li>• Parents are informed the minute</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and carers are actively invited to discuss an attend TAC, Learning Passport and Annual review meetings:</li> <li>• Parents and carers views are an integral part of review meetings.</li> <li>• Advocacy is available to ensure parent views are taken into consideration.</li> <li>• Documentation is available for parents and carers to read in a format accessible to them.</li> <li>• Support is available to discuss and explain paperwork.</li> <li>• The SENDco is available to discuss issues concerning children with SEND.</li> </ul>

<ul style="list-style-type: none"> <li>• Newsletters, social media, the school website and texts keep parents and carers informed about what children are learning, school events and dates.</li> <li>• Through our behaviour Policy Letters are sent home to inform Parents' of children's good behaviour and also of inappropriate behaviour which needs a coordinated approach.</li> <li>• Parents and carers are invited to attend termly parents evenings.</li> <li>• Where necessary parents are given support to access multi-agency support.</li> </ul>	<p>school has concerns about a child's learning needs and are involved and informed about what strategies are being put in place to support their child.</p>	<ul style="list-style-type: none"> <li>• Home school books are provided for children when necessary.</li> <li>• The SENCo liaises with other agencies and ensuring parents are involved in this process and have any additional support they need.</li> <li>• The SENCo supports parents by offering support with issues at home and signposting where additional help is available.</li> <li>• Home school books are provided for children if necessary.</li> <li>• Children with behavioural difficulties have individual plans and reward systems and these are shared with parents.</li> </ul>
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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> 
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• All children have access to the curriculum.</li> <li>• Extra-curricular activities are actively encouraged and provision made to attend out of school activity opportunities.</li> <li>• Pupil progress is monitored termly.</li> <li>• All children have access to resources to</li> </ul>	<ul style="list-style-type: none"> <li>• Progress for all children is regularly monitored.</li> <li>• Intervention work is focused on specific areas of need. The progress of children in intervention schemes reviewed termly. Interventions are evaluated and continued, adapted or discontinued as appropriate.</li> <li>• Our intervention schemes include:</li> <li>• Teacher/TA support in Literacy,</li> </ul>	<ul style="list-style-type: none"> <li>• Specific, directed planning will support children where it is not possible for them to access classwork. The planning will be linked to class work but adapted to the level of individual need to allow progress.</li> <li>• Some children who have more complex and severe barriers to learning may have an adult working 1:1 with them.</li> </ul>

<p>support their learning.</p> <ul style="list-style-type: none"> <li>• Writing frames are used to support learning.</li> <li>• Assessments including dyslexia testing are used to identify pupils who need specific interventions.</li> </ul>	<p>Numeracy, social skills and behaviour for learning.</p> <ul style="list-style-type: none"> <li>• Small group peer mentoring takes place to develop children's confidence and aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Some children with specific needs may have Draw and Talk therapy.</li> <li>• Some children with specific needs may have individual peer mentoring.</li> <li>• Some children will have individual behaviour plans to address their needs.</li> <li>• Our Inclusive policy ensures SEND children are an integral part of our approach to learning.</li> </ul>
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#### 4. Teaching and learning

<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"> <li>• Lessons are planned and differentiated to meet the needs of all students. Lessons include Visual, Auditory and Kinaesthetic teaching to support different learning styles.</li> <li>• Lesson objectives and success criteria are displayed and explained to all children so they know what they are leaning and what they need to do.</li> <li>• Teacher feedback is specific and incudes what the pupil has done well and how to improve their work.</li> <li>• Verbal and written feedback are used With children.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent work is supported with technology including <a href="#">Interactive whiteboards</a> <a href="#">IPad</a> <a href="#">Laptops</a></li> <li>• Readers and scribes are put in place to support children in test situations.</li> <li>• TA support is targeted towards specific groups.</li> <li>• Class teachers and TA's share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and differentiated work focussing on specific learning styles is provided, enabling children to work independently, whenever possible.</li> <li>• 1:1 supported is provided if needed for short intensive support sessions.</li> <li>• Specialist support and advice is available from external agencies such as: <ul style="list-style-type: none"> <li>• <a href="#">Educational Psychologists</a></li> <li>• <a href="#">Physiotherapists</a></li> <li>• <a href="#">Occupational Therapists</a></li> <li>• <a href="#">Autistic Spectrum Support Team.</a></li> <li>• <a href="#">Dyslexia Advisory Service</a></li> <li>• <a href="#">Visual and Auditory Specialist.</a></li> <li>• <a href="#">Early Support Team</a></li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Children are given Time for Improvement and Challenge which allows them to address teacher's requests and marking.</li> <li>• Children are encouraged to take responsibility and pride in their work through Non-negotiables and peer-marking.</li> <li>• Children are rewarded with stickers and smileys for good learning behaviour.</li> <li>• Children are given responsibilities within class and school to develop their engagement with the school community and independence.</li> <li>• Good quality training and CPD for all staff.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Speech and Language Therapists</b></li> <li>• 1:1 support for more intensive support e.g. for those with physical difficulties, sensory difficulties, speech and language, visual impairment and if they have a statement/EHCP.</li> </ul>
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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"> <li>• Teachers plan for and encourage</li> </ul>	<ul style="list-style-type: none"> <li>• Class Computers are available to</li> </ul>	<ul style="list-style-type: none"> <li>• TAs working with individual children</li> </ul>

<p>independent learning.</p> <ul style="list-style-type: none"> <li>• Children are given roles within the classroom and within school to encourage citizenship and independence.</li> <li>• Children are taught strategies to develop independence if they find their work challenging.</li> <li>• Children are encouraged to access resources needed for learning.</li> <li>• Children are taught social and problem solving skills throughout the curriculum and in PSHE lessons.</li> </ul>	<p>support children who need to alternative methods of recording.</p> <ul style="list-style-type: none"> <li>• Teachers and TAs ensure children are confident in what needs to be done before beginning independent work.</li> <li>• Teachers talk through homework tasks with children so that the children are confident about what they need to do.</li> <li>• Children are taught throughout the school to take responsibility for entering into class and putting away their reading folders and coats , changing independently for PE, taking care of possessions and keeping their classrooms tidy.</li> </ul>	<p>encourage the students to be independent as possible when working.</p> <ul style="list-style-type: none"> <li>• Teachers and TAs use resources, questioning, visual supports, concrete resources and verbal prompts to develop independent working skills.</li> <li>• ICT is used to record children’s work.</li> <li>• Resources provided by Physiotherapy and Occupational Therapy are used to develop children’s independence.</li> <li>• Some children may be allocated resources which enable them to have ‘dual occupation’ whilst listening such as fiddle boxes.</li> <li>• Some children may have resources which help reduce their anxiety and worry levels.</li> <li>• Provision is made to allow children to access out of school activities.</li> </ul>
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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"> <li>• PSHE curriculum is delivered to all children.</li> <li>• Science and PE curriculum include healthy eating, looking after our teeth</li> </ul>	<ul style="list-style-type: none"> <li>• All adults are happy to provide pastoral care to any of our children who ask for help including. <a href="#">Teaching Assistants</a></li> </ul>	<ul style="list-style-type: none"> <li>• Team Around the Child meetings and reviews are supported by a range of agencies.</li> <li>• As needed additional support is</li> </ul>

<p>and how exercise effects the body.</p> <ul style="list-style-type: none"> <li>• Themed assemblies are used to promote awareness of important issues.</li> <li>• Any emotional issues, disagreements, bullying are dealt with by staff immediately and reported to class teachers.</li> <li>• Additional lessons are included if specific issues have arisen.</li> </ul>	<p><b>Teachers</b> <b>SENco</b></p> <ul style="list-style-type: none"> <li>• Vulnerable children are partnered with 'mentors'.</li> <li>• Extracurricular sports activities and out of school competitions and events are actively encouraged to increase students' health and well-being.</li> <li>• Children may have group intervention for social skills and anger management.</li> </ul>	<p>requested from:</p> <p><b>CAMHs (Children and Adolescent Mental Health Service)</b> <b>Social Care</b> <b>Dreadnaughts</b> <b>Penhaligons' Friends</b> <b>Community Nurses</b> <b>CLEAR</b></p> <ul style="list-style-type: none"> <li>• As needed children access individual peer mentoring.</li> <li>• As needed children may have access to Draw C and Talk therapy.</li> <li>• Health are Plans are created to support children's medical and physical.</li> <li>• Support and monitoring is provided for children with eating and toileting difficulties.</li> <li>• Speech and language therapists, occupational therapists, physiotherapists and the Educational Psychologist are used to support the children and provide advice for the adults working with them as required.</li> </ul>
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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"> <li>• All children have opportunities for social interaction in class and on the</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor funfit also support social skills and interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, TAs and the SENco help the children to understand both their</li> </ul>

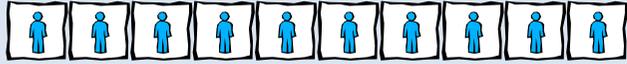
<p>playground.</p> <ul style="list-style-type: none"> <li>• As well as regular group work in class, there are many opportunities to work in year groups, house groups, key stage groups and whole school activities.</li> <li>• All children belong to a house and can participate in us inter house challenges.</li> <li>• Our school council represent the children in meetings and are involved in meeting and greeting visitors.</li> <li>• Every class has termly school trips.</li> <li>• There are annual residential trips for years five and six.</li> <li>• Children are actively encouraged to participate in after school clubs and we celebrate achievements in out of school activities through assemblies and our newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted learning groups focus on social Skills and Behaviour for Learning.</li> <li>• 1:1 or small group THRIVE intervention.</li> </ul>	<p>own feelings and those of others.</p> <ul style="list-style-type: none"> <li>• Sporting events such as sportability provide opportunities for social interactions.</li> <li>• TA's working with individual students support development of social skills and may deliver specific programmes such as Time for Talk Do You Have A Volcano in your Tummy?</li> <li>• Some children may have individual Play Therapy.</li> <li>• Some children may have individual Peer Mentoring.</li> </ul>
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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> 
<ul style="list-style-type: none"> <li>• Most areas of the school are accessible to everyone including children with SEND.</li> <li>• Children are in an environment where they feel safe and where bullying is minimal and</li> </ul>	<ul style="list-style-type: none"> <li>• Children have quiet safe areas and are encouraged to use them to calm down.</li> <li>• Vulnerable children have calming</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment and IT resources in classrooms enable children to independent whenever possible.</li> </ul>

<p>dealt with promptly and effectively.</p> <ul style="list-style-type: none"> <li>• There are named Child Protection Officers;</li> <li>• Mr Simon Welch</li> <li>• Mrs Viv Dance.</li> <li>• All areas of the school provide a positive learning environment.</li> <li>• Teachers focus on positive rewards for good behaviour, with stickers, smileys and certificates</li> <li>• being awarded for good behaviour,</li> <li>• The rewards and sanctions system is maintained across the whole school reflecting the school rules and expected behaviour.</li> <li>• There are trained First Aiders on site at all times to deal with accidents when required.</li> <li>• All children are taught about personal safety such as road safety, Fire safety E safety and how to call emergency services.</li> <li>• Year 5 and 6 are taught Cycle wise skills.</li> <li>• All children receive swimming lessons.</li> </ul>	<p>and re-energising breaks planned.</p> <ul style="list-style-type: none"> <li>• Resources are made available support learning and inspire confidence.</li> <li>• Key staff are team teach trained to confidently diffuse challenging behaviour in a calm, positive manner.</li> <li>• 2 adapted toilets.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support is provided for all children with a statement or EHCP to ensure they can access practical aspects of the curriculum.</li> <li>• Changing facilities and ceiling hoists are in place to support children who have more complex needs.</li> <li>• Children with specific needs have access to sloped writing desks and chairs which support posture.</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 and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• We have strong links with our key Secondary School.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 TAs and Class TAs work with vulnerable children to make a</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCo of the new school will be invited to the Annual Review or</li> </ul>

<ul style="list-style-type: none"> <li>• Children visit their new classes at the end of the Summer term to meet their new teacher and work with their new classmates.</li> <li>• The Nursery and Foundation Stage work closely together.</li> <li>• Lunches and Library days are held for Nursery children and their Parents in the Summer Term.</li> <li>• Transition meetings are held between teachers to discuss any issues that may arise.</li> </ul>	<p>transition book and visit new classes and new teachers individually throughout the Summer Term.</p> <ul style="list-style-type: none"> <li>• New children and their parents are welcome to visit the school for a tour prior to joining the school.</li> <li>• New children and their parents are welcome to visit the school for a tour prior to joining the school.</li> </ul>	<p>EHCP transfer meeting for year 6 children.</p> <ul style="list-style-type: none"> <li>• The SENco will support and advice parents about the transition process.</li> <li>• TAs work closely with children with SEND prior to and during times of transition.</li> <li>• Additional transition sessions are held for those that need it and parents are welcome to be involved.</li> <li>• Children with SEND may have extra visits to their new school in year 6.</li> </ul>
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#### 10. Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
<b>Speech and Language Therapists</b>	Support children with communication difficulties.	01872 221400 childrens.services@nhs.uk
<b>Autistic Spectrum Team</b>	Support children with Autistic Spectrum Disorder	Sarah Fodden Autism Spectrum Advisor 01726 223356
<b>Dyslexia Service</b>	Give advice for children who have specific barriers relating to reading and writing.	01579 341268
<b>Educational Psychologist</b>	Give assess and give advice for children who have Social Emotional and Mental difficulties.	Through School 01726 822568
<b>Early support Team</b>	Provide coordinating support for children who have multiple areas of physical and	Early Support Co-ordinator - Nathan Wilce Tel: 01209 615650

	educational need.	<a href="mailto:nawilce@cornwall.gov.uk">nawilce@cornwall.gov.uk</a>
<b>Hearing Support Services</b>	Support children with hearing difficulties.	01726 61004
<b>Vision Support Service</b>	Support children with visual difficulties.	Theresa Maunder Professional Lead Vision Support <a href="mailto:tmaunder@cornwall.gov.uk">tmaunder@cornwall.gov.uk</a>
<b>Child and Adolescent Mental Health Services</b>	Support children with mental health problems	01872 221400 <a href="mailto:childrens.services@nhs.uk">childrens.services@nhs.uk</a>
<b>Children's community Nursing</b>	Support children with a range of physical, mental and behavioural needs.	01872 221400 <a href="mailto:childrens.services@nhs.uk">childrens.services@nhs.uk</a>
<b>SEN Assessment and Provision Team</b>	Conducts assessment for statements and EHCP and reviews and monitors implementation.	01872 322417

#### 11. Pupil progress

Children with SEND have learning passports with specific, achievable targets to support their progress. The learning passports show what support is being put in place to enable the children to achieve their targets. These are shared with parents and pupils. Progress towards the targets is monitored closely and recorded. Parents are invited to review meetings where progress is discussed and are involved in setting the next targets. Learning Passports are reviewed termly with parents. Classroom monitor which is our assessment system is also used to track children's progress towards learning objectives. . Any parent can request a meeting with the class teacher, The SENco or the Head Teacher.

#### 12. How we know how good our SEN provision is

The school's Ofsted report is available on the website. But by attending meetings parents will be aware of how their children are progress and their targets.

#### 13. If you wish to complain

The first point of contact for concerns should be the class teacher. If you feel that there are still concerns or questions unresolved then contact the SENDco or Head Teacher.

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

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

## Answers to Frequently asked Questions

1 How does your school know if a pupil needs extra help?

All class teachers regularly monitor the progress of the children in their class. In addition, termly reviews and data scrutiny highlight any concerns. The SENCo regularly discusses with teachers and closely monitors any children whose progress or behaviour may be causing concern.

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

Our open door policy encourages parents to chat with their child's class teacher after school. Appointments can be made at any time to see the SENCo who is happy to listen and discuss how we can help.

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

Class teachers are responsible for the children in their class. However, all staff will work in partnership with the children and their parents to help the children achieve their full potential.

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

An exciting, balanced curriculum is adapted each lesson to include all children and their learning styles.

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

Teachers plan appropriate support for groups and individuals as needed. The SENCo may provide additional intervention to support groups with specific needs. All staff are happy to talk to parents about their children's targets and how they can support their child's progress at home.

6. How will I, and my child, know how well they are doing?

In the Autumn and Spring Term you will be invited to a parents' meeting to discuss your child's progress. Children with SEND will have an additional parent teacher meeting in the Summer Term. All children will receive a report on their progress in the Summer Term. In addition, the teachers and SENCo are happy to meet with you at any time to discuss your child's progress.

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

All staff, including volunteers are CRB/DBs checked and we follow our safeguarding policy to protect the children. The school site has up to date health and safety risk assessments.

8 What specialist services and expertise are available or accessed by your school?

Please see the list on page 11

9 What SEND training have the staff at school had or having?

Each term a minimum of one staff meeting is spent supporting teachers in provision for children in their class with SEND. Teachers and TAs also many training opportunities to address specific barriers to learning.

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

Activities are planned with an awareness of the needs of all the children in the group and appropriate risk assessments made and appropriate adjustments are made to ensure inclusion.

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

Children are introduced to transition by transition visits and books. TA support and additional visits are arranging as necessary.

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

The school receives funding to deliver education to all the children. Where additional support is necessary, resources are provided where possible. If a child has profound and multiple needs the school can apply for top up funding, via an Education Health Care Plan from the Provision and Assessment Team.

13 How is the decision made about what type and how much support my child receives?

All children's progress is closely monitored and where concerns are highlighted, appropriate, support is put into place and reviewed and evaluated regularly.

14. Who can I contact for further information?

Please contact the school office who can direct you to our Head teacher, a senior leader, the SENCO or class teacher as appropriate.

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

Our open door policy is there for you to come and discuss any concerns you may have.

16 How is your Local Offer reviewed?

Our local offer is a working document which will be updated as changes occur. In addition, it will be reviewed annually.

If you have any concerns regarding this local offer, please contact:

**Mr Simon Welch SENCO**  
**Mr Simon Welch Head Teacher**

**Mrs Rachel Geach Learning support co-ordinator**