



BRUNEL



Local Offer for DSEN: September 2020

At Brunel Primary & Nursery Academy we pride ourselves on the support we offer to **all** children, (aged 2 – 11) regardless of their needs or ability. We strive to ensure that all children are treated equally and are supported to make the best possible progress at school, within an inclusive environment.

What does Disabilities and Special Educational Needs (DSEN) mean?

Disabilities and Special Educational Needs (DSEN) is a term used to describe a child who has needs over and above those that may be met within the context of regular classroom practice and quality first teaching. We follow the SEN Code of Practice, 2015, which refers to the following SEND categories:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health

These needs may be short term, or last throughout a child's educational career and into adult life. They may be identified prior to a child entering school, or at any point in their education.

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Working hours: Monday, Tuesday, Wednesday

What are the roles and responsibilities of the SENDCo?

The SENDCo is responsible for the operation and co-ordination of specific provision made to support individual children with DSEN (Special Educational Needs & Disability). The SENDCo liaises with Staff to monitor the progress of pupils and plan interventions when progress is slower than expected. Links are set up with a wide range of external agencies who offer more specialised advice and services. There is an allocated annual budget for the purchase of resources to support those with additional needs. In addition, a team of Teaching Assistants is employed to deliver programmes designed to meet individual needs and support learning within the classroom.

What should a parent/carer do if they think their child might have DSEN?

Children's needs are most effectively met through partnership working between home and school. Please contact us by:

- Raising concerns with the class teacher
- Raising concerns with the Special Educational Needs and Disability Co-ordinator (SENDCo)

How will the school support a child with DSEN?

Our priority is to ensure that **all** children, including those with DSEN, have access to lessons which are appropriately differentiated and personalised to meet their needs. The SENDCo oversees all support and progress of any child requiring additional help. These children are given a plan called an Assess, Plan, Do, Review (APDR) which highlights strategies to support learning and some short term targets. Parents are invited, Termly, to contribute to these plans.

We engage in a 4 stage cyclical process to ensure that progress is monitored:

- **Assess** – The class teacher, SENDCo, or an external professional will assess the needs of the child.
- **Plan** - Barriers to learning are identified, support and intervention are planned.
- **Do** – Support within the classroom, or a targeted intervention will be offered.
- **Review** – We evaluate the impact of the support and consider whether changes need to be made.

The levels of support and provision offered by our school

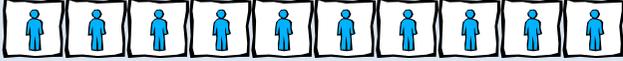
1. Listening to and responding to children and young people

<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> 
<p>At Brunel, we actively seek the views and feelings of all pupils through:</p> <ul style="list-style-type: none"> • Informal class discussion • Termly consultations with parent/carer, child. • School Council • Pupil Conferencing 	<p>Children with DSEN are encouraged to take part in all forms of consultation and are well represented in all school groups.</p> <p>Children are invited to contribute their ideas at their reviews. These are shared with the Class Teacher and Parent/Carer.</p> <p>Children involved with the Trauma Informed Schools (TiS) programme have regular opportunities to express their views.</p> <p>Pupil Communication Passports are created in partnership with children and parents and shared with all professionals involved.</p>	<p>Children at SEN Support are invited to contribute to their Termly Review.</p> <p>Children with an EHCP are invited to contribute to their Annual Review. Their views are considered and acted upon wherever possible.</p> <p>Children's contributions are sought prior to Early Support or Team Around the Child meetings through direct involvement or advocacy, using age appropriate language and formats.</p>

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>We recognise the value of working in partnership with parents and carers in order to achieve the best outcomes for all. We aim to achieve this by:</p> <ul style="list-style-type: none"> • Informal conversations with the Class Teacher • Termly Parents Evenings • Parent Support Adviser meetings • Formal reports • Informal coffee mornings • Home/School communication books • School website • School Newsletters • Invitations to events • Brunel Friends Association 	<p>Parents of children with DSEN may request an appointment with the Class Teacher or SENDCo at any time</p> <p>Signposting Information may be disseminated via the SENDCo or TiS team.</p> <p>Parents are invited to attend Structured Conversations regarding their child on a termly basis.</p> <p>APDR plans are reviewed termly. Parents are invited to contribute to them and discuss the contents of the plan.</p>	<p>For those children with an EHCP, formerly a Statement of Educational Need, an Annual Review Meeting will be scheduled. Parents are invited to contribute their ideas prior to the meeting. Recommendations from external agencies e.g. Speech and Language Therapist, will be shared with parents/carers, so that strategies may be implemented both at home and school.</p> <p>Team Around the Child (TAC) or Early Support (ES) meetings are held at times convenient to the parent/carer. Their views are sought, recorded and valued as part of this process.</p> <p>When External Agencies are involved, parents are informed and invited to contribute.</p> <p>All documentation is presented in a format that is accessible to individual parents and support is available on request.</p>

3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The Curriculum is designed to involve active participation of all children. We follow an integrated thematic curriculum which links to wider world, life skills and learning outside of the classroom. Activities are many, varied, and differentiated to meet the needs of all involved.</p> <p>We aim for all children, including those with additional needs, to be included on residential and day trips. Where necessary, adaptations will be made, in consultation with parents/carers to ensure that inclusion is achieved.</p> <p>Assessments (including Dyslexia Screening Tests) are used to identify pupils who need specific interventions.</p>	<p>The SENDCo oversees all support and progress of any child requiring additional help. These children are given a Classroom Support Plan which highlights strategies to support learning and some short term targets.</p> <p>Interventions are bespoke. They are designed for those who may require additional support. These are arranged as the need arises and may take place within, or outside the classroom environment.</p> <p>All interventions are regularly monitored for quality and impact. They might include:</p> <ul style="list-style-type: none"> • Literacy - phonics, reading, comprehension, spelling, writing etc • Maths • Speech and Language • SPAG 	<p>Some children require more specialised, or intensive intervention. These may be designed with the support of an external professional. Wherever possible, children are taught to develop skills to increase their level of independence in learning and access the curriculum.</p> <p>An individualised curriculum may be planned for some pupils based on their specific needs</p> <p>Reasonable adjustments are made wherever possible in order to ensure that inclusion and engagement is achieved.</p>

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> 
<p>Teaching is differentiated to meet the needs of all learners.</p> <p>Planning is shared across the teaching team and is evaluated in order to influence future learning.</p> <p>Learning objectives and Success Criteria are clearly displayed and discussed with the children. Working walls are used to support learning.</p> <p>Work is marked, including information about next steps, according to the School Marking Policy. It is supplemented by verbal feedback wherever possible. Children are encouraged to respond to the marking.</p> <p>Pupil conferencing supports the assessment process and contributes to next steps in planning.</p> <p>Class teachers are responsible for resourcing their lessons adequately.</p>	<p>Teachers and Teaching Assistants share information to ensure that targeted support is in place. They may work in small focus support groups in order to address areas of misconception or move the learning forward.</p> <p>Small group provision may be offered, depending on the needs of the learners.</p> <p>Special examination arrangements are made for internal and external tests (readers, scribes etc).</p> <p>Independent pupil learning may be supported by the use of technology.</p>	<p>Systems are in place to promote independent learning. Teachers and TAs facilitate learning through adaption, differentiation and individual timetables, where required.</p> <p>Teachers and Teaching Assistants may work 1:1 with a child in order to address areas of misconception, move the learning forward or provide more intensive support.</p> <p>Alternative ways of recording may be used.</p> <p>Resources are purchased to support teaching and learning, as required.</p> <p>Outreach from Special Schools may be accessed for advice.</p> <p>Individual provision is made for children with sensory needs</p>

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>We strive to develop independent, lifelong learners.</p> <p>The School environment is designed to foster independence. Learning prompts, practical apparatus and resources are readily available for all.</p> <p>Technology (ipads, computers, SMART boards) are used to support learning.</p>	<p>Some children require additional learning aids such as coloured overlays, personalised vocabulary lists, talking tins, access to recording written work on a computer.</p> <p>TAs promote children's independence by modelling how to access and use these resources.</p>	<p>Occasionally children require an individualised learning timetable or space.</p> <p>Visuals are used to support understanding and communication.</p> <p>Intimate Care Plans are created by the SENDCo and shared with parents where appropriate.</p> <p>Additional support is designed to build resilience in the young person so that they have self-coping strategies.</p>

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> 
<p>As an inclusive school, we welcome and celebrate diversity and believe that positive self-esteem is crucial to a child's well-being.</p> <p>We adopt the TiS approach, to support children with their social, emotional and mental health. All vulnerable pupils are known to staff. The class teacher has overall responsibility for the education, pastoral, medical and social care of every child in the class. For further support, the class teacher will liaise with the SENDCo or the Headteacher.</p> <p>Questionnaires and baseline assessments are completed in conjunction with the TiS team to identify those who would benefit from additional intervention.</p> <p>Staff are trained in Safer Handling and in First Aid. Medicines, prescribed by Health Professionals, may be administered in line with the school's Medical Needs Policy.</p> <p>Risk Assessments are carried out, prior to any off site activity to ensure that Health & Safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part, alternative activities will be provided.</p>	<p>Small group interventions are used, when appropriate, to support the development of social skills or understanding emotions.</p> <p>TiS sessions operate on a weekly basis. Teachers may be given In Class Action Plans to support progression within the TiS programme within their classrooms.</p> <p>Alternative lunch time and play time provision may be offered for a small number of children.</p>	<p>Some children require 1:1 TiS intervention. Home Action plans may be created, alongside the Parent/Carer for use at home. Additional support may be requested from a range of external agencies.</p> <p>Enhanced Risk Assessments and Safer Handling Plans may be created where appropriate. These are shared with the parent/carer.</p> <p>Staff are trained in administering medication by the School Nurse or Health Professionals as and when appropriate. If a child has specific medical needs, an Individual Health Care Plan would be written by the SENDCo, in conjunction with the parent/carer and the School Nurse or appropriate Health Professional.</p> <p>Personal Hygiene needs are managed through an Intimate Care Plan.</p> <p>The SENDCo is the designated lead for Looked After Children and will attend training and liaise with Social Care Team in order to complete the termly PEP assessment.</p>

7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All children are part of a class with named class teacher/s and support teachers. They work within varied groupings to promote social opportunities.</p> <p>All pupils have opportunities for social interaction regardless of need including opportunities to attend extra-curricular activities.</p> <p>Older children are encouraged to look after younger children.</p> <p>All children are invited on trips and visits.</p>	<p>Social Skills groups are established when required.</p> <p>Buddies are used to promote social engagement.</p>	<p>Alternative lunch time and play time provision may be in place for a small number of children. Staff support their play within a quieter environment.</p> <p>Children with a TiS plan are supported to work with a trusted adult on social interaction.</p> <p>Social stories may be used to support individual pupils understanding of social contexts and conventions.</p>

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>An Accessibility Audit is conducted annually and ensures that access to the School site, including toilets, is available to all.</p> <p>The Headteacher, Assistant Headteachers and the SENDCo are the designated Child Protection Team.</p> <p>All staff receive regular Safeguarding training.</p> <p>First Aiders are in place.</p> <p>The learning environment is positive. Furniture is available in a range of sizes to meet the developmental stages of the children.</p> <p>Pupils feel safe and in an environment where bullying is not tolerated.</p> <p>Teachers focus on rewarding positive behaviour to promote a positive learning environment</p> <p>The rewards and sanctions system is consistent and robust.</p>	<p>Learning aids such as sloping desk stands, wobble cushions are purchased when appropriate.</p> <p>Alternative provision is in place offering a quiet and supervised area for those who are unable to cope in unstructured times.</p>	<p>An Autism Environment Audit has been conducted.</p> <p>Staff are trained in Safer Handling.</p> <p>Staff are aware of individual needs and adapt the environment accordingly.</p> <p>Children may need to move between lessons before, or after their peers in order to remain safe. This will be facilitated by staff.</p> <p>Meet and Greet is available to children requiring additional support.</p>

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> 
<p>There is a robust transition programme in place to support those moving into school from the Brunel on-site Nursery in the Summer Term, when 'through-play' is facilitated.</p> <p>Pre-School children from other settings are invited for transition visits during the Summer Term. Transition Meetings are facilitated by the DSEN Early Years Inclusion Team. All relevant information and paperwork is passed on and individual needs are discussed.</p> <p>School staff visit other settings in preparation for transition to observe children and discuss their needs.</p> <p>Transition meetings between the Y6 team and the receiving Secondary SENDCo are organised in the Summer Term and opportunities to spend time within the new setting are exploited.</p> <p>All Teachers are involved in transition meetings and liaise carefully with colleagues, within the Summer Term, to disseminate information in preparation for a new cohort of children.</p>	<p>Small groups of Y6 children are invited to enhanced transition visits.</p>	<p>Reviews are held for those children with an EHCP, led by the SENDCo. A representative from their receiving school is invited to attend if transition is imminent.</p> <p>For those children with a TAC or ES in place, wherever possible, receiving staff will be invited to attend meetings prior to transition.</p> <p>Communication Passports or One Page Profiles are offered to families for completion annually. These detail key information about the individual child and are shared with all who are involved with the child, including lunch time staff.</p> <p>Transition books are created for some pupils with photographs and information to help ease anxieties about transition.</p>

10. The SEN qualifications of, and SEN 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> 
<p>Teachers and support staff have a broad understanding DSEN and may access training courses run by various support agencies. This training may be on a whole school, or individual basis. Wherever necessary, training is cascaded to others as part of the school INSET programme.</p> <p>Members of staff are trained to deliver Speech and Language programmes, planned and monitored by a Speech and Language Therapist.</p> <p>A number of Teachers and Teaching Assistants are trained in positive handling, to support children demonstrating 'unsafe' behaviour.</p> <p>There are several trained TiS practitioners, trained to support children with developmental disruptions.</p> <p>Induction sessions are held for new members of staff. An Appraisal process is in place to identify and provide opportunities for Continued Professional Development for all staff.</p> <p>The SENDCo holds the National Award for Special Educational Needs Co-Ordination (NASCO)</p>	<p>Training in particular areas of DSEN is organised in response to need. This may be led by the SENDCo or external professionals.</p> <p>An Audit of Staff Skills in conducted annually to determine training needs.</p>	<p>Individualised support or advice is accessed from external professionals when required.</p> <p>CPD is organised according to the individual needs of the children.</p>

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
School Nurse	As well as helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers to meet any health needs children may have at school.	Contact through Early Help Hub 01872 322277 earlyhelphub@cornwall.gov.uk
Educational Psychologist	An Educational Psychologist might become involved with your child if they have difficulties with: <ul style="list-style-type: none"> • Learning • Behaviour • Managing their feelings • Getting on with others • Communication • An Educational Psychologist will only become involved if the parent/carer's permission has been given. 	Contact via SENDCo
Speech and Language	This is a service that supports children and young people in Cornwall aged 0-19 years who have difficulty with: <ul style="list-style-type: none"> • understanding what is said to them • expressing themselves • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking). 	Contact through Early Help Hub. 01872 322277 earlyhelphub@cornwall.gov.uk

Social, Emotional Behaviour Support Service (SEBSS)	Cornwall SEBS Service (formerly BSS) offers support to schools in identifying, managing and providing for the social, emotional and mental health needs of individuals and groups of children in the school setting.	01872 327882 sebss@cornwall.gov.uk
ASD team	<p>The Autism Spectrum Team consists of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.</p> <p>The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families.</p>	0300 1234 101 specialeducation@cornwall.gov.uk
Early Support	Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it.	01872 323329 csfearlysupportservice@cornwall.gov.uk
Council for Disabled Children	Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs. We do this by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.	0207 843 1900 cdc@ncb.org.uk
Early Help Hub	Early Help includes help provided in both early childhood and early in the development of a problem. Early Help is available to	01872 322277 earlyhelphub@cornwall.gov.uk

	children and young people of all ages from pre-birth up to the age of 18, and up to the age of 25 where young people have special educational needs or disability.	
SENDIASS	They provide information, advice and support for any child or young person aged 0-25 with a special educational need or disability and their parents and families.	01736 751921 sendiass@disabilitycornwall.org.uk
Education Welfare Officer	A nominated Education Welfare Officer (EWO) visits regularly to check registers and discuss pupils about whom the school is concerned. The EWO can provide help and advice on: school attendance issues, bullying, exclusions, child protection measures, advice and information on other agencies. They can also offer a degree of parenting support	Contact via school office
Penhaligon's Friends	The vision of Penhaligon's Friends is to provide bereavement support for children, young people and their parents and carers.	01209 210624 enquiries@penhaligonsfriends.org.uk
CAMHS	The service helps children and young people deal with a range of emotional, behavioural or mental health issues. They include social workers, doctors, nurses, psychologists, mental health workers and other therapists.	01872 221400 Contact through Early Help Hub

12. Pupil progress

How do we assess and review pupil progress towards outcomes, including how we communicate with parents and young people:

All Teachers are responsible for the progress made by their cohort of children, including those with DSEN. If progress is slow, Teachers are required to employ specific teaching techniques, interventions or resources in order to address this. Progress is monitored by the Headteacher and SENDCo.

A partnership approach is adopted, where targets are reviewed termly and new ones are set as part of the Assess, Plan, Do, Review process. Wider outcomes, such as access to extra curricular activities, attendance and any other matters which may influence learning are discussed.

Other methods of assessing progress are outlined below:

<u>What?</u>	<u>Who?</u>	<u>When?</u>
Ongoing curriculum assessments - tracking progress using data	Class Teachers, SENCo, Headteacher	Half termly
Informal Discussions	Class Teachers and SENCo	As required
Moderation of assessment	Class Teachers, Subject Co-ordinators.	Termly
APDR Reviews	Class Teachers, SENCo and Parent	Termly
Parents' Evenings and open afternoons	Class Teachers	Termly
Pupil conferences	Teachers, HLTA Children	Termly
Academic reports, including pupil comments	Children	Annually

13. How we assess/evaluate our DSEN provision.

How do we know how good our DSEN provision is?

- Self-evaluation is conducted annually by the SENDCo and Leadership Team. Outcomes influence the DSEN Action Plan which is updated annually
- An audit of DSEN provision is conducted annually
- Monitoring of the quality of teaching by the Headteacher, SENDCo, DSEN Governor
- Data tracking assesses progress and identifies 'slow movers.' This information influences decisions around interventions.
- Views of the children are shared through pupil conferencing and contributions to DSEN reviews
- Feedback is requested from Parents/Carers as part of the DSEN review process
- Moderation of books, involving DSEN pupils
- Impact of Interventions is assessed

Brunel Primary Academy & Nursery				Our School Offer: The Overview			
Communication and Interaction (inc Autistic Spectrum Condition)		Cognition and Learning (inc Dyslexia, Dyscalculia and Dyspraxia)		Sensory and/or Physical (inc disabilities)		Social, Mental and Emotional Health (inc ADHD)	
<p>Universal Provision</p> <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Increased visual aids/modelling ○ Visual timetables ○ Use of symbols ○ ICT programmes to support language ○ Small world play and role play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Assemblies with appropriate signs and visual aids used ○ Role play situations/Drama 'Show and tell' / speaking opportunities ○ Levelled communication vocabulary on display in all classrooms 		<p>Universal Provision</p> <ul style="list-style-type: none"> ○ Immersive Curriculum ○ Educational visits ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ Additional processing time ○ Scaffolding eg writing frames ○ Differentiated output or outcome e.g. use of ICT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Weekly focused maths problem-solving ○ Illustrated dictionaries ○ Ensuring age-appropriate content in reading material available ○ Weekly spelling lists ○ Focused Reading ○ Focused Maths ○ Visual writing aids eg Use of story boards, story maps ○ Use of highlighting, visual thinking and mnemonics to support working memory and processing ○ Reading VIPERS programme ○ Key vocabulary displayed ○ Literacy Working Wall ○ Numeracy Working Wall ○ Exemplars on display in all classrooms to show next steps ○ Access to 'concrete' maths equipment in all year groups. ○ Wide variety of extra curricular clubs 		<p>Universal Provision</p> <ul style="list-style-type: none"> ○ Specialist Sports coaching ○ Flexible seating arrangements ○ Handwriting/fine motor control programme ○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Brain gym exercises ○ Sand and water play ○ Provision of left handed equipment ○ Written /picture and symbol signs for class labels in classes ○ Wide variety of After School Sports Clubs 		<p>Universal Provision</p> <ul style="list-style-type: none"> ○ Trauma-Informed School ○ Allocation of Trusted Adult ○ Whole school behaviour policy ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward system ○ School Council ○ Teaching listening through circle time games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Playground friends and buddies available ○ Visual timetables ○ Use of first hand experiences to inspire learning ○ Use of symbols 	
<p>Targeted Provision (Additional and Different Individual or Small group)</p> <p>Speech and Language small group</p>		<p>Targeted Provision (Additional and Different Individual or Small group)</p> <ul style="list-style-type: none"> ○ Additional adult support for literacy 		<p>Targeted Provision (Additional and Different Individual or Small group)</p> <ul style="list-style-type: none"> ○ Fine Motor skills programme 		<p>Targeted Provision (Additional and Different Provision Individual or Small group)</p> <ul style="list-style-type: none"> ○ Small group Emotional Well-being 	

<p>intervention</p> <ul style="list-style-type: none"> ○ Role allocation during small group work 	<ul style="list-style-type: none"> ○ Additional adult support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Group use of ICT programmes eg Nessy ○ Small group phonics ○ Word mats ○ Small group tuition 	<ul style="list-style-type: none"> ○ Gross Motor skills programme ○ Additional adult support in PE/dance/games ○ Differentiated PE resources ○ Individual Sensory 'diet' 	<p>intervention</p> <ul style="list-style-type: none"> ○ Small group Social Development Intervention ○ Alternative lunch-time provision ○ Socially Speaking resources ○ Use of buddy system
<p>Communication and Interaction (inc Autistic Spectrum Conditions)</p>	<p>Cognition and Learning (inc Dyslexia, Dyscalculia and Dyspraxia)</p>	<p>Sensory and/or Physical (inc disabilities)</p>	<p>Social, Mental and Emotional Health (inc ADHD)</p>
<p><u>Specialist Provision (Individual)</u></p> <ul style="list-style-type: none"> ○ Individual Speech therapy Care Plan goals set by Speech Therapist. ○ Individual visual timetables / schedule ○ Access to Individual work station ○ Individual transition programme ○ Individual Communication Passports ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Referral to Wave Project and AS Team ○ PSA support ○ Makaton ○ Lego Therapy ○ Socially Speaking/skills ○ Blob Tree ○ Spot Timer 	<p><u>Specialist Provision (Individual)</u></p> <ul style="list-style-type: none"> ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programs targeting learning ○ Individual lists of key vocabulary ○ Additional adult support focused on Individual Provision Map outcomes ○ Individual access arrangements including for SATs (eg additional time; scribe; reader; transcribe) ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Task board ○ Coloured overlays ○ Alternative methods of recording Laptop; use of scribe; word processing 	<p><u>Specialist Provision (Individual)</u></p> <ul style="list-style-type: none"> ○ Sensory Care Plan set by Occupational Therapist ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc ○ Individual handwriting/fine motor skills work ○ TA support/monitoring ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Individual positive handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Alternative methods of recording - Laptop; use of scribe; word processing ○ Access to Sensory Room ○ Physiotherapy exercises set by OT ○ Accessibility to all areas of school ○ Access to calm space ○ Oral sensory aids ○ Ear defenders ○ Stress/ 'fiddle' sensory aids ○ Other sensory aids (e.g. weighted blanket) ○ DCDQ 	<p><u>Specialist Provision (Individual)</u></p> <ul style="list-style-type: none"> ○ Family support via Parent Support Advisor. ○ Individual reward/sanction systems ○ Individual Behaviour Plan ○ Playtime monitoring/additional adult support ○ Referral to specialist Counselling eg CLEAR; Susie Project; Penhaligon's Friends, Jeremiah's Journey ○ Referral to Young Carers ○ Access to Individual seating or work station ○ Access to Time Out/Calm Space ○ Home school liaison book ○ Additional transition arrangements ○ Individual risk assessments ○ Planned used of physical positive handling ○ Referral to CAMHS ○ Referral to access specialist provision eg Forest School; ○ Referral to Wave Project ○ Drama Therapy ○ Play Therapy ○ Safe Space

14. Complaints

If you wish to complain

It is hoped that Parents/Carers will be happy with our DSEN provision and that any issues may be addressed quickly through informal channels. Anyone wishing to make a complaint with regard to SEN support and provision should refer to the Complaints Policy on the School website.

Cornwall's Local Offer, which details provision in schools across the County, can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrensservicedirectory.org.uk>