



Pelynt Academy

Our School Offer for DSEN (Disabilities and Special Educational Needs) 2021-2022

At Pelynt Academy we are proud of the support we offer to all children. We strive to ensure that all children enjoy their learning and fulfil their academic potential, whilst thriving socially and emotionally. As far as possible, the provision we offer children with special educational needs is planned and delivered by the members of staff who know the child best, through consultation with families and outside professionals, such as the Speech and Language Therapist or Educational Psychologist.

Of course, the needs of children vary greatly. They may include learning, social and communication needs, emotional difficulties, physical issues and so on. The support we offer depends very much on what the child needs, and this can vary over time. Some children benefit from additional support in the classroom, others are better supported within a small group, whilst occasionally children may require more specialist intervention. In all cases, each child's support and attainment is regularly reviewed and updated to ensure they are making the best progress possible.




Our staff attend training to ensure their knowledge and understanding of the needs of children is up to date and they are making use of the latest innovations and developments.

We make sure that our curriculum, including trips, visits, sports and special activity days are accessible to all, making adaptations where needed and always consulting with families. All children, regardless of need are valued members of our school community. If you have any queries about our local offer please contact the school.




**The name of our Special Educational Needs/Disabilities Coordinator is Hannah Prinn.
Contact: 01503 220262**

The Levels of Support and Provision Offered by our School

1. Listening to and responding to children and young people




Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> ➤ At Pelynt Academy we actively seek the views and feelings of all pupils through: <ul style="list-style-type: none"> ○ informal discussion ○ termly consultations with parent/carer, child and teacher ○ school council ○ questionnaires ○ pupil conferencing 	<ul style="list-style-type: none"> ➤ Children with special educational needs and disabilities are encouraged to take part in all forms of consultation and are well-represented in all school groups. ➤ Our 'Autism Champion' meets regularly with children on the Autistic Spectrum to check they are happy in school and work on any areas recommended by the Autistic Spectrum Service. 	<ul style="list-style-type: none"> ➤ At Pelynt Academy we actively seek the views and feelings of all pupils about the support they receive in school. Their views are considered seriously and acted upon wherever possible. ➤ Children's own voice is sought and heard during "Team Around the Child" meetings, either through direct involvement or advocacy, using age appropriate language and formats.

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> ➤ The staff at Pelynt Academy believe that the best outcomes for children are achieved through strong partnership with parents and carers. We aim to achieve this through: <ul style="list-style-type: none"> ○ termly parent-child-teacher consultation meetings ○ talking informally after school ○ more detailed discussions through 	<ul style="list-style-type: none"> ➤ Each term the provision of each child with DSEN is formally reviewed. A meeting is set up between the child, parent/carer, class teacher and sometimes the SENDCo. ➤ SEN reviews are arranged at times convenient to parents and carers. ➤ Information leaflets about services which may be of interest to parents/carers of children with 	<ul style="list-style-type: none"> ➤ If a child has more complex needs and/or a number of agencies are involved, a Team around the Child (TAC) meeting may be held. Parents' views are sought, listened to, recorded and acted upon throughout the TAC process to secure the best possible outcomes for children. ➤ When outside professionals come into school




<p>appointments</p> <ul style="list-style-type: none"> ○ our school website ○ invitations to school events like assemblies, performances, fund raisers and learning workshops 	<p>DSEN are near the school office.</p>	<p>to observe or work with individual children, parents are either invited to meet with them on the day or to discuss and share any reports at a later date.</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> 
<ul style="list-style-type: none"> ➤ Our curriculum aims to prepare all children for their future. It equips them with the skills, knowledge and awareness to succeed in their journey through life. ➤ We take a flexible approach to our curriculum planning to ensure children in mixed-age classes visit different topics each year. ➤ This also enables us to tailor the learning to the needs of the pupils at the time. ➤ In all topics we aim to help children develop the skills to be to be successful, independent learners with a 'can do' mind-set. ➤ Many of our topics also promote British values. ➤ Topics vary over the years, but all pupils are taught the appropriate skills for their year group, whilst carefully differentiating for individual pupil needs. 	<ul style="list-style-type: none"> ➤ Where children need further support to make progress, they may take part in 'intervention' groups. ➤ These are reviewed and updated regularly and include: <ul style="list-style-type: none"> ○ online reading, spelling, phonics and maths apps ○ Fun Fit ○ Maths booster groups ➤ All interventions are recorded and monitored for quality and impact. Interventions are changed if they do not have the desired impact. 	<ul style="list-style-type: none"> ➤ In some cases, children benefit from more intensive intervention on a one to-one basis. ➤ This may be an evidence-based, purchased resource or a tailor-made package to suit an individual. ➤ Outside professionals such as the educational psychologist, speech therapist or learning and cognition adviser may recommend certain approaches and programmes. ➤ Wherever possible, children are taught strategies which they can use in the classroom to function independently, without having to rely on adult support.

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"> ➤ Pelynt Academy uses an approach called “Visible Learning”. This programme is based on research into how children learn best and centres around supporting children to take responsibility over their own learning. ➤ Teachers at Pelynt ensure that learning is differentiated so that it is right for every single child. ➤ We aim to make the learning ‘Dyslexia Friendly’, meeting the needs of those whose literacy skills may be developing more gradually. ➤ Activities are presented in a variety of styles so that children learn through watching, listening, doing or a combination of these. ➤ They record their learning in a variety of ways, for example through model making, drama, music, dance, writing, drawing and using a computer. ➤ Teachers take a sensible approach to marking and frequently give immediate verbal feedback to maximise children’s learning. ➤ Children are given regular opportunities to respond to their marking. 	<ul style="list-style-type: none"> ➤ Children needing focussed support with an aspect of their learning may work with the teacher or teaching assistant within a small group who have similar needs. ➤ Often this happens within the classroom but sometimes groups may work in another quiet area. ➤ During tests and SATs, adult scribes and readers are provided for those children who need them and extra breaks are built in where necessary. 	<ul style="list-style-type: none"> ➤ When children need intensive adult support in school, teachers and teaching assistants put systems and strategies in place to enable children to learn as independently as possible (see above). ➤ Teachers ensure that these children have regular input from the teacher as well as from teaching assistants. ➤ A variety of methods are used for individual teaching and learning, including computer work, precision teaching, use of practical apparatus and lots of games.

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"> ➤ At Pelynt Academy we aim to give children a thirst for learning so that they can develop into 	<ul style="list-style-type: none"> ➤ Some children have their own learning aids close to hand at all times. These might include 	<ul style="list-style-type: none"> ➤ Occasionally children need the curriculum to be highly personalised in for them to

<p>independent learners able to respond to the ever-changing demands of daily life.</p> <ul style="list-style-type: none"> ➤ Classroom environments are designed to foster independence, so children are able to access the resources they need without having to ask. ➤ Learning prompts and aids such as visual timetables, key word lists and practical apparatus are readily available. ➤ Computers and iPads are used in every classroom enabling children to follow their own lines of enquiry and extend their learning independently. 	<p>coloured overlays, personalised word lists, highlighters, talking tins and computers/tablets.</p> <ul style="list-style-type: none"> ➤ Teachers and teaching assistants focus on enabling children to work independently. For example, rather than always writing for a child who has difficulties with fine motor control, he or she will find suitable alternatives e.g. using a voice recorder or computer to record their ideas independently. 	<p>experience independence.</p> <ul style="list-style-type: none"> ➤ At Pelynt Academy we sometimes use the TEACCH approach which has very predictable routines enabling children to feel secure enough to complete tasks independently.
--	--	---




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"> ➤ At Pelynt Academy we aim to provide a nurturing environment to support children's mental health, well-being and social skills. These need to be secure for learning to take place. ➤ Trauma-informed schools (TIS) whole school approach to support emotional wellbeing of pupils. ➤ Teachers are continuously aware of the well-being of every child in their class and, where concerns arise, they will discuss these with parents/carers and discuss what support can be put in place. 	<ul style="list-style-type: none"> ➤ We have a number of schemes to help groups of children address such matters as social skills, self-esteem and anger management. These include: <ul style="list-style-type: none"> ○ FRIENDS ○ Socially Speaking ○ Volcano in my Tummy ➤ Our 'Autism Champion' meets regularly with children on the Autistic Spectrum to check they are happy in school and work on any areas recommended by the Autistic Spectrum Service. ➤ TIS trained practitioners throughout the school to support small groups and individuals. 	<ul style="list-style-type: none"> ➤ Sometimes children might require more intensive support with their emotional development, for instance when they have experienced significant challenges in their lives. ➤ With parents' permission, teachers and trained mental health practitioners might conduct a detailed assessment using a tool called the Boxall Profile. An action plan is then drawn up to support the child. ➤ Support usually takes the form of one-one, therapeutic sessions where a child can build a trusting relationship with an adult in school.




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"> ➤ During learning time, children are given opportunities to work within a variety of different groupings based on age, friendships or ability. At other times, they might be mixed-age and mixed-ability. ➤ At break and lunch times, older children are encouraged to look out for the younger ones and each year a group of “Playground Pals” or “Buddies” is appointed to help resolve friendship issues, encourage sharing and so on. 	<ul style="list-style-type: none"> ➤ Please see above. 	<ul style="list-style-type: none"> ➤ Occasionally, special areas are set up at break times where a very small group of children can be together in a quieter environment with adult support as needed. ➤ As mentioned above, individual children may have an action plan which they work on with a trusted adult in order to develop social skills.




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"> ➤ At Pelynt Academy we do our utmost to ensure that pupils feel safe at all times. ➤ Any reports of bullying are dealt with effectively. ➤ The Head Teacher is the designated child protection officer and all staff receive regular safeguarding training. ➤ All staff are trained in First Aid. ➤ The learning environment is positive and uplifting with many learning prompts on the walls and ready access to learning resources. 	<ul style="list-style-type: none"> ➤ Tables and chairs are available in a variety of sizes. ➤ There is an accessible toilet on site. ➤ Named adults are “Team teach” trained so that, if physical intervention is necessary, this can be done safely and correctly. 	<ul style="list-style-type: none"> ➤ Staff are aware of children’s individual needs and adapt the environment accordingly. For example, arranging furniture and seating to suit any children with hearing or visual impairments. ➤ The building is all on one level and is therefore accessible by wheelchair.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> ➤ Pelynt Academy is responsible for the running of Pelynt Pre-School which occupies a building on the school site. We therefore enjoy a very close relationship. ➤ All new four-year olds are offered plenty of opportunities to join Class 1 for morning, afternoon and full day visits during the summer term before they start school in September. ➤ Because Pelynt is such a small, close-knit school, children quickly get to know all of the adults who work in the different classes. This helps enormously when children move between classes. ➤ Most Year 6 pupils move on to Looe Community Academy for their secondary education. They have many opportunities to visit L.C.A. for a variety of activities throughout Key Stage two including a number of special transition visits. ➤ Staff from Looe Community Academy visit Pelynt to meet the children and discuss the forthcoming transition. 	<ul style="list-style-type: none"> ➤ Teachers are always available to discuss any concerns parents may have when their child moves to a new class or school. These matters can be talked through and a plan put into place to ensure the transition goes as smoothly as possible. ➤ Some Year 6 children have extra 'transition' visits to help them prepare for the move to their new secondary school. 	<ul style="list-style-type: none"> ➤ A review is held during the Spring/Summer term of Year 6 for any pupil with an Education Health and Care Plan. ➤ A representative from their chosen secondary provision is invited to this review or to another meeting so that affective transition arrangements can be planned.

10. The DSEN qualifications of, and DSEN training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 

<ul style="list-style-type: none"> ➤ All teaching and support staff at Pelynt Academy regularly take part in training sessions to extend their knowledge and understanding of working with children with Special Educational Needs and Disabilities. This includes sessions on the SEN Code of Practice, “dyslexia friendly” teaching and emotional development. ➤ Our SENDCo holds the National Award for SENCo’s qualification. 	<ul style="list-style-type: none"> ➤ Teaching and support staff at Pelynt Academy receive training in particular areas of DSEN where this will benefit and enhance their work with particular children. ➤ For example, recently they were trained in how to develop language skills in children with autism. ➤ This type of training can be led by the school SENDCo or by outside professionals. 	<ul style="list-style-type: none"> ➤ Advice and training are sought from outside professionals in order to meet the particular needs of individual children, for example where they might have a specific physical difficulty or a visual impairment.
---	--	--

11. Services and organisations that we regularly work with:

Service/organisation	What they do in brief	Contact details
Autistic Spectrum Team We are supported by Matt Wilmott and Amanda Burgess.	When children have a diagnosis of Autistic Spectrum Condition the Team is able to support school and families with routines, resources, training and so on.	Contact the Early Help Hub on: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
Neurodevelopmental Assessment Pathway	This service provides specialist expertise in the assessment and management of children with complex neurodevelopmental disorders. They see children and young people with neurodevelopmental presentations, including those where a diagnosis of autism spectrum disorder is being considered. They also see children where there are concerns about language disorders, behavioural and motor coordination problems, and learning disability or specific learning difficulties.	01872 221400 Contact through Early Help Hub
Cognition and Learning Service We are supported by Jo Davidson.	This service supports schools to effectively children with cognition and learning needs such as Specific Learning Difficulties (including dyslexia) and Moderate (or general) Learning Difficulties (including Down’s syndrome).	Contact the Early Help Hub on: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
Early Help Hub	The Early Help Hub is the single point of contact for schools to access services for children in	Contact the Early Help Hub on: 01872 322277

	Cornwall. Most of the services listed here can be contacted via the Early Help Hub.	Email: earlyhelphub@cornwall.gov.uk
Educational Psychologist Our "E.P." is called Stacy Borlase.	With parent/carer permission, our educational psychologist might visit school to observe and meet a child and their parent/carer if the child is not making the expected amount of progress and teachers and SENDCo need additional advice and support.	Educational Psychology Service Traded Services Luxstowe House Greenbank Road Liskeard PL14 3DZ 01579 341132
Education Welfare Service. Our Educational Welfare Officer is Michelle Burton.	The Education Welfare Service can offer support and help to pupils, parents (or carers) and schools who may be having problems with attendance.	Contact the Education Welfare Service on: 01872 323400 Email: educationwelfare@cornwall.gov.uk
School Nurse	The School Nurse provides advice and support with matters such as asthma, diabetes, epilepsy, healthy eating and dental hygiene. We are able to help you contact the School Nurse Team if you have any health concerns about your child, for example sleep problems or bed wetting.	Contact the Early Help Hub on: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
Speech and Language Team Our Speech and Language Therapist is Kate Loftus.	Often the SALT team will have been involved with a child before they start school, or we might ask your permission to contact them if we feel your child's speech or language is not developing as it should. The SALT team visits to check on progress and provides school with a programme of activities to help your child.	Contact the Early Help Hub on: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
From time to time, we also access support from the: <ul style="list-style-type: none"> ○ Augmentative and Alternative Communication Team ○ Hearing Support Team ○ Physical and Medical Needs Advisory Service ○ Vision Support Team 	These professionals help us ensure good provision for children who may have speech, hearing, vision or physical impairments. They can advise and give training on equipment, teaching techniques and so on.	Contact the Early Help Hub on: 01872 322277 Email: earlyhelphub@cornwall.gov.uk

12. Pupil progress

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

What	Who	When
Informal Discussions	Class teachers and SENDCo	Weekly as needed
Home-School Book	Parents, children, class teachers and teaching assistants	Daily/weekly
Ongoing curriculum assessments and tracking of progress using data	Class teachers, SENDCo, headteacher	Half-termly
Team Around the Child Meetings	Parents, children, class teachers, teaching assistants, outside professionals	Half-termly or termly
Parent/Carer Consultation Evenings	Class teachers	Termly
Assess, Plan, Do, Review meetings to set individualised targets and evaluate progress	Class teachers, SENDCo, parents and children	Termly
Academic reports include pupil comments	Class teachers, parents and children	Yearly

13. How we know how good our SEN provision is

- Continual monitoring of the quality of planning and teaching by the Headteacher, SENDCo, DSEN Governor
- Half-termly tracking of data shows that pupils with DSEN make good progress throughout the year

- We listen to the views of the children through and parents through formal and informal meeting and adapt practice accordingly
- Regular moderation of books, involving DSEN pupils
- Impact review reports of interventions show pupils make good progress towards meeting their targets.
- DSEN action plan written and reviewed annually to ensure the consistency and development of high-quality provision.

14. If you wish to complain

Anyone wishing to make a complaint with regard to DSEN support and provision should refer to the complaints policy on our website.
<https://www.pelyntprimary.co.uk/Policies/Complaints>

This year we received no complaints with regard to DSEN support and provision.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:
<http://cornwall.childrenergency.org.uk>

Answers to Frequently asked Questions

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

If a child enters school with an Education Health Care Plan (EHCP) then this information will be shared with appropriate individuals who support the child and resources put in place to meet their individual needs.

By completing ongoing curriculum assessments and tracking progress data half-termly, children are identified that may need additional or different provision from what is already being provided to help them 'catch up'. The Class Teacher refers any concerns to the SENDCo, who can identify their needs and track their progress closely on class 'On Alert' lists for a minimum of 6 weeks. They then plan and deliver necessary interventions and provision tailored to their specific needs, continue to monitor and assess their progress and will consider a transition from 'On Alert' to 'DSEN Support' if they require additional support and possible further assessments by specialists and outside agencies, where support and advice is given to the school and an action plan is put in place. We follow the assess-plan-do-review cycle to ensure the regular monitoring and tracking of progress, as well as holding consultation meetings with pupils, parents and Class Teachers to listen to their views.

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

Initially the parents should contact their child's Class Teacher if they have any concerns about their child's learning. The SENDCo will then be contacted regarding concerns and plans put in place as necessary.

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

Regular assess-plan-do-review meetings take place for all pupils on our Record of Need, which provide opportunities to discuss targets and how parents can support their children at home. Advice and support can also be sought directly from Class Teachers.

4. How are school resources allocated to match children's DSEN?

The SENDCo is allocated an annual DSEN 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.

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

The Equalities Act states that all reasonable adjustments should be made to ensure that every pupil, regardless of need or disability, is included in any extra-curricular activities. 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. 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.

6. How accessible is the school environment?

Please see Accessibility Plan for detailed information.

7. How is the decision made about what type and how much support each pupil receives?

This is dependent on each child's individual needs and the type, availability and suitability of resources. This will be agreed in consultation with

professionals, parents, pupils and Class Teachers. Every step will be put in place to ensure each pupil receives the necessary support needed to address their individual needs.

8. How does the school ensure inclusivity and equal opportunities for all?

The school prides itself in providing an inclusive environment for all pupils, regardless of need. We go over and above to ensure pupils needs are met to the best of our ability and prefer to do this within the classroom with their peers, as much as possible. We plan for pupils with SEN very carefully and arrange a variety of extra-curricular activities suitable for pupils with additional needs. Rigorous monitoring is carried out by the Senior Leadership Team on a regular basis to ensure the pupils with additional needs are being catered for appropriately and as set out clearly in their APDR document.

9. My child has an EHCP. How do I request a place at the school?

If your child has an EHCP, you will need to contact Statutory SEN at Cornwall Council, who will then send out a consultation letter to the school, with an overview of your child's additional needs. The school will then have to respond to the request for a place and decide how they will meet your child's needs within the setting. Once the school have agreed with the placement, they will be in contact with you to discuss transition. The school has the right to appeal the placement, if they feel they are unable to adequately meet their needs by making reasonable adjustments. This decision can be appealed by parents and over-ruled if deemed appropriate.

Further information

Cornwall Parent Partnership is an organisation that provides independent advice and support for families. (01736) 751921

SENDIASS is a disability information advice and support service. www.cornwallsendiass.org.uk (01736) 751921