







## The levels of support and provision offered by Fournalanesend C P 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 and opinions of all children are valued</li> <li>• All of our school values (Confidence, Kindness, Honesty, Enthusiasm for Learning, Respect and Responsibility) enable children to be listened to and to be heard</li> <li>• Children voice is heard through: <ul style="list-style-type: none"> <li>• Pupil conferencing</li> <li>• School council</li> <li>• Questionnaires</li> <li>• Assemblies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND are included in all consultation groups</li> <li>• Additional provision is developed in light of pupil voice</li> <li>• All members of staff working with children with SEND are part of consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the needs and views of the children</li> <li>• Children's views are an integral part of TAC meetings, SEND reviews and the development of EHC Plans</li> <li>• Children are supported in child-centred planning and target/outcome setting</li> <li>• Documentation is presented in a format that is accessible to the children</li> </ul>

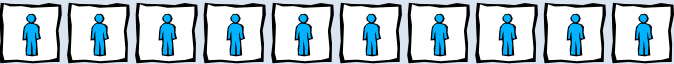


## 2. Partnership with parents and carers

<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>• Our school works in partnership with all parents and carers</li> <li>• The parents/carers of all children are invited to attend parent/carers consultations</li> <li>• Our school encourages open dialogue between families/parents and school and teachers are available at the end of the school day</li> <li>• Parents/carers are encouraged to contact class teachers initially with any concerns</li> <li>• Parents are able to contact school with concerns at any time</li> <li>• The website enables parents/carers to understand more about what their child is learning</li> <li>• Parents are encouraged to engage in one-to-one reading and comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>• Information about homework is available on the website so that it is clear for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are supported in attending, and are actively involved in all TAC meetings and reviews</li> <li>• Parent and carer's views are an integral part of TAC and SEND review meetings</li> <li>• Advocacy is available if requested by parents/carers</li> <li>• All documentation is presented in a format that is accessible to individual parents</li> <li>• Parents are asked whether they would like to join in with some school trips</li> <li>• Parents of children with a Statement or an EHC Plan are encouraged to check in on a regular basis with their child's key worker as well as the SENDCo</li> </ul>

### 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 children</li> <li>• Progress of all children is measured on a regular basis</li> <li>• All children, regardless of their ability, have full access to the curriculum</li> <li>• Assessments (including dyslexia screening tests) are used to identify children who need specific interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Most intervention packages are bespoke and needs led</li> <li>• The progress of children taking part in intervention groups is measured on a regular basis</li> <li>• The intervention packages are adapted in light of their progress</li> <li>• Small group interventions might include: <ul style="list-style-type: none"> <li>• English - phonics, reading, comprehension, spelling, writing etc</li> <li>• Handwriting</li> <li>• Maths</li> <li>• Speech and Language</li> <li>• Social skills</li> <li>• Fine motor skills</li> <li>• Gross motor skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Children are supported in following their interests regardless of their SEN and/or disabilities. For example, a child with a physical impairment is given the support they need to access sports clubs</li> <li>• Children with special educational needs and/or disabilities can access the curriculum with adult support as appropriate</li> <li>• An individualised curriculum is planned for some children in some areas of the curriculum based on their specific needs</li> <li>• 1 to 1 provision might include: <ul style="list-style-type: none"> <li>• Dreadnought</li> <li>• Thrive</li> <li>• Speech and Language</li> </ul> </li> </ul>

## 4. Teaching and learning

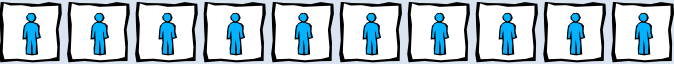
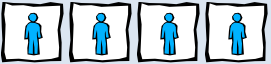

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Lessons are carefully planned to include clear steps and regular progress</li> <li>• Depending on the activity, children may work independently, in ability groups or in mixed ability groups</li> <li>• A range of learning styles are used</li> <li>• Learning objectives are displayed and discussed</li> <li>• Differentiated success criteria are used where appropriate</li> <li>• Children's work is regularly marked with next steps according to the school marking policy</li> <li>• All children are aware of their targets in reading, writing and maths and of their next steps</li> <li>• Working walls are used to display key vocabulary and examples of current learning to support all children</li> <li>• Alternative ways of recording are used</li> <li>• School values of Confidence, Enthusiasm for Learning and Honesty promote learning</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers, teaching assistants and the SENDCo share information to ensure that children with SEND have targeted support and provision</li> <li>• Teaching assistants/ teachers work with small groups to: <ul style="list-style-type: none"> <li>○ ensure understanding</li> <li>○ facilitate learning</li> <li>○ foster independence</li> <li>○ keep children on task</li> </ul> </li> <li>• If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher</li> <li>• Special assessment arrangements are made for internal and external tests (readers, scribes etc)</li> <li>• Independent learning is supported by the use of technology, for example, iPads, laptops where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided enabling independent learning for children with a statement or EHC Plan</li> <li>• One-to-one support is in place for children who need more intensive support</li> <li>• outreach from special schools is requested for advice and teaching and learning as required</li> <li>• individual provision is made for children with sensory needs where necessary</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>• Technology is available to aid independence</li> <li>• Resources are available in all class rooms to promote independence</li> <li>• School values of Confidence, Enthusiasm for Learning and Honesty promote self-help skills and independence</li> <li>• Children are supported when discussing and developing understanding of their behaviour and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom, they facilitate independence</li> <li>• Children have personalised equipment to help them to learn such as talking tins, overlays etc.</li> <li>• Where appropriate, children have access to: <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Task cards</li> <li>• Prompt cards</li> <li>• Time out cards</li> <li>• Personalised targets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants working one-to-one with children aim to develop independence</li> <li>• Additional support is shared to build resilience in the children so that they have self-coping strategies when and if the teaching assistant is absent</li> <li>• Personalised task boards and timetables are in place to support independence</li> </ul>

## 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 lessons include all children</li> <li>• Bereavement counselling, Dreadnought and Thrive support are all available to children if the need arises</li> <li>• Any issues are dealt with as they arise</li> <li>• Incidents of adverse behaviour are recorded formally and then analysed and support given as identified</li> <li>• Risk assessments are made to ensure well-being and welfare</li> <li>• All of our school values (Confidence, Kindness, Honesty, Enthusiasm for Learning, Respect and Responsibility) support health and emotional well-being</li> <li>• Children are supported when discussing and developing understanding of their behaviour and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• A base is available for vulnerable pupils to take 'time out' and find support at break-times with a trained member of staff</li> <li>• Multi-skills events to aid resilience and emotional well-being</li> <li>• At times, schools may commission workshops and programmes such as: circus skills, ability for sport</li> <li>• Time limited and monitored groups address: <ul style="list-style-type: none"> <li>- Self-esteem</li> <li>- Social skills</li> <li>- Life skills</li> <li>- Managing extreme emotions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early support meetings and reviews are supported by a range of agencies including the school nurse</li> <li>• Additional support for children can be requested from a range of external agencies</li> <li>• Children with specific medical conditions have individual health care plans</li> </ul>

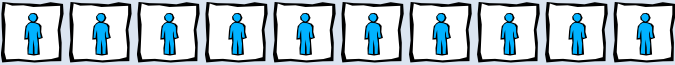
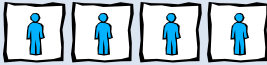

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## 7. Social interaction opportunities




<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 regardless of need</li> <li>• All children are part of a class with named class teacher/s</li> <li>• All children are invited on trips and visits</li> <li>• All children have opportunities to attend extra-curricular clubs</li> <li>• Children are supported in positive conflict resolution using the school values of Honesty, Kindness and Respect and Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Buddies for vulnerable children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories are used to support individual children</li> <li>• 1 to 1 support aids development of social interaction</li> </ul>



## 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>• All areas of the school are accessible to everyone including those children with SEND</li> <li>• There is wheel chair accessibility to classrooms</li> <li>• There is a disabled toilet on site</li> <li>• Children feel safe and in an environment where bullying is not tolerated</li> <li>• There is a named Child Protection Officer and a named Child in Care person</li> <li>• All areas of the school are positive and all classrooms support learning</li> <li>• Non-slip, non-breakable equipment is available in practical lessons</li> <li>• Teachers focus on rewarding positive behaviour to promote a positive learning environment</li> <li>• The rewards and sanctions system is consistent and robust and it is displayed in each classroom across school</li> </ul>	<ul style="list-style-type: none"> <li>• PE equipment can be adapted</li> <li>• There are named adults who are trained in positive handling</li> <li>• Sloping desk stands are available for table tops</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment enables disabled children to be independent</li> </ul>

## 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>• There are strong links with feeder nurseries and preschools (Little Monkeys, Millbrook, Kingfisher and Crafhole)</li> <li>• Pre-school children visit school regularly in the summer term before they start</li> <li>• Secondary staff visit children and staff early in the summer term to aid transition</li> <li>• Children in year 6 attend their secondary school for transition activities</li> <li>• School staff visit nurseries and preschools to observe children and discuss their needs</li> <li>• Transition opportunities are provided in the summer term for children in the school to move to their new class and meet their new teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Additional visits are arranged for children who are particularly vulnerable at transition time within school and with external transition</li> <li>• Transition booklets are created</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo attends all annual statement and EHC Plan reviews</li> <li>• Where appropriate, the SENDCo meets children, parents and key workers prior to transition days and observes children in previous educational establishments prior to transition</li> </ul>

**The School offer is reviewed at least annually by SENCoS, Headteacher and SEN Governor.  
Reviewed June 2016.**

## Some of the Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
School nurse	Confidential advice and health information	
Family Information Service (FIS)	A range of support for families including access to family support worker	<a href="http://cornwall.childrensservicedirectory.org.uk">http://cornwall.childrensservicedirectory.org.uk</a>
MARU	Multi-disciplinary response to concerns about the safety of a child	0300 1234100
CAMHS	Helps children and young people deal with emotional, behavioural or mental health issues	01872 221400
ASD team	Supporting multi-agency working for children with autism	
Behaviour support service	Support on strategies for children with behavioural difficulties	Referral through school
Dyslexia support	Support on strategies for children with dyslexia	Referral through school

**Other agencies may also be involved, depending on need. Enquiries about specific services should be made to the SENCo.**