



# **Warbstow C P School**

## **Our 'Local Offer' for Special Educational Needs and Disability (SEND)**

Warbstow School is committed in both vision and practice to an inclusive ethos which values the achievements of all children.

As a small school we recognise that the needs of our children may change from year to year and we are committed to adapting and developing so that we can respond well to the diverse needs of the children in our local community.

As a school we have experience in working with children with a range of special educational needs and disabilities such as: *Dyslexia, Autistic Spectrum Disorder, Physical and medical needs, speech and language and communication needs, hearing and vision difficulties, asthma, diabetes, global delay, emotional and social needs, and mental health difficulties.*

The Special Educational Needs and Disabilities Coordinator, Mrs Dyer, also has experience working in both Primary and Secondary Area Resource Bases which cater for children with profound physical and learning difficulties.

We regularly work with outside agencies such as Educational Psychologists, the Dyslexia team, the Behaviour team, and Physiotherapists according to the needs of the children in our care.

Link to Special Educational Needs Policy  
New Policy available soon.




Link to Single Equalities Policy  
New Policy available soon.

Link to Cornwall SEND Offer




The Special Educational Needs and Disabilities Coordinator: **Mrs. Dyer, Warbstow C P School, Warbstow, Launceston, Cornwall, PL15 8UP**  
Telephone: 01566 781388 Email: [Dominique.dyer@warbstow.org.uk](mailto:Dominique.dyer@warbstow.org.uk)

## 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 and opinions of all our pupils is actively sought and highly valued.</li> <li>• All pupils are members of our school council and have input into our decision making regarding: learning, indoor and outdoor environments, rewards, outdoor learning, events and activities.</li> <li>• We have a 'Happy box' and 'Worry box' where pupils are encouraged to leave notes for the Head teacher about their concerns or worries as well as sharing happy experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• The SEND coordinator is available for children to talk to if they have any concerns.</li> <li>• SEND is an item on all staff meeting agendas where the views of individual pupils are discussed.</li> <li>• Pupils with SEND are included in discussions about their care.</li> <li>• Where appropriate, additional provision will be arranged in response to: <ul style="list-style-type: none"> <li>○ Termly tracking/school data</li> <li>○ Pupil premium</li> <li>○ Adult observations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual support will be dependent on age and need. We make best endeavours to take into account the views of individual children and parents.</li> <li>• All individual support will be carefully planned for with the aim of developing independent learning skills and/or self-help skills.</li> <li>• Our pupils' views are an integral part of Early Support/TAC meetings and SEN reviews.</li> <li>• Our pupils are supported through individual needs-centred planning, target and outcome setting .</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>• The school makes best endeavours to work in partnership with all parents and carers.</li> <li>• Parents are encouraged to engage in 1:1 reading and support with home school activities.</li> <li>• The parents/carers are invited to attend parent/carers evenings.</li> <li>• A yearly questionnaire takes account of parental views about the school.</li> <li>• Parent/carers know exactly who to contact if they have any concerns.</li> <li>• The website and parent teacher meetings enables parents/carers to understand what their young person is learning.</li> <li>• Parents and carers are informed about the progress of their children through: <ul style="list-style-type: none"> <li>○ Termly progress reports</li> <li>○ Parent Evenings</li> <li>○ End of Year reports.</li> </ul> </li> <li>• Parents/carers are invited to open sessions within the school: Music assemblies; Harvest festivals; school plays; sports days; class trips etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are able to contact school at any time about concerns.</li> <li>• Referrals to a range of available family services can be made through Family Services.</li> </ul>	<ul style="list-style-type: none"> <li>• The views and opinions of Parents/Carers are actively sought through Early Support/TAC and SEN review meetings.</li> <li>• Parents are encouraged to engage in 1:1 reading and support with home school activities.</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 our pupils and teacher planning reflects this.</li> <li>• All our pupils, regardless of their ability and/or additional needs have full access to the curriculum.</li> <li>• Assessments carried out by external agencies (including dyslexia testing/ cognitive ability tests etc.) are used to identify students who need specific interventions.</li> <li>• Children are streamed for PIPS (Phonics) and Maths Attack (Mental Maths).</li> <li>• 'My Maths' an Online Maths revision and homework programme is available for Years 1-6.</li> <li>• English, Maths, Speech and Language intervention programmes are available and our pupils' access to them is based on our current and robust tracking system.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention is bespoke and needs-led.</li> <li>• The progress of students taking part in intervention groups is measured on a regular basis.</li> <li>• The intervention packages are adapted in light of student progress.</li> <li>• Small group intervention might include: <ul style="list-style-type: none"> <li>○ Read Write inc Catch-Up (KS1 and KS2)</li> <li>○ Developing writing skills</li> <li>○ Developing Comprehension skills</li> <li>○ Handwriting (fine motor skills)</li> <li>○ Motor skills (Leap into Life)</li> <li>○ Numeracy catch-up</li> <li>○ Speech and Language therapy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are supported in following their interests and activities regardless of their SEN and/or disabilities.</li> <li>• Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> <li>• In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved.</li> <li>• Our pupils are supported through individual needs-centred planning, target and outcome setting.</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>• The lessons are carefully planned to include clear stages and regular progress checks throughout the lesson to ensure all our children are on-task and are being challenged.</li> <li>• Different level groupings are identified for each class and our pupils are made aware that at least some of the time they will be seated in ability groups.</li> <li>• Learning objectives are discussed using “we are learning how to ...”</li> <li>• Feedback is given either verbally or written to explain “What they did well, How they could improve, Next steps..” This may be in the form. “Wow! How! Now!” Children are given time to respond to their feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teachers/ Teaching Assistants meet regularly to ensure that students with SEND have targeted support, provision and access to quality resources to support independent learning.</li> <li>• Class Teachers/ Teaching Assistants 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 students on task</li> <li>○ Assess progress</li> <li>○ Inform future planning.</li> </ul> </li> <li>• If the Class Teacher is working with a small group the Teaching Assistant supports the Class Teacher with tasks already set by the Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised, highly differentiated and well-resourced work tasks enable all our pupils to access or work towards independent learning.</li> <li>• 1:1 support may be put in place where required for students who need more intensive support and may include specialised support for those who may have: <ul style="list-style-type: none"> <li>○ A physical disability</li> <li>○ Speech and language difficulty</li> <li>○ Autism</li> <li>○ Severe literacy difficulties</li> <li>○ Severe numeracy difficulties</li> <li>○ Global learning delay.</li> </ul> </li> </ul>




## 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>• In the classroom, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult help. These include: <ul style="list-style-type: none"> <li>○ Peer to peer support</li> <li>○ Sourcing classroom resources</li> <li>○ Selecting and using a range of appropriate tools</li> <li>○ Developing thinking and problem solving skills.</li> </ul> </li> <li>• Resources are available in all classrooms and equipment can be easily accessed by all to aid independence. These include: <ul style="list-style-type: none"> <li>○ Word mats</li> <li>○ Hundred squares/number lines</li> <li>○ Maths resources</li> <li>○ Pencil grips where appropriate</li> <li>○ Word Banks.</li> </ul> </li> <li>• Residential trips from Year 1 to Year 6 challenge and encourage the development of age-appropriate self-help skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables are on display where needed to aid independence.</li> <li>• Teaching Assistants in the classroom facilitate independence.</li> <li>• Pupils may have personalised equipment to help them to learn including: <ul style="list-style-type: none"> <li>○ overlays</li> <li>○ laptops</li> <li>○ word maps.</li> </ul> </li> <li>• Our pupils have access to: <ul style="list-style-type: none"> <li>○ Differentiated resources</li> <li>○ Visual timetables</li> <li>○ Time out systems.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Where appropriate, Teaching Assistants who work 1:1 with our pupils encourage them to be very specific about what they need help with and what they have already done to find help themselves.</li> <li>• We will try to ensure that our pupils who require a high amount of 1:1 support will have that support delivered by different adults throughout the day/week. This will ensure our pupils build resilience and self-coping strategies to enable them to cope when and if a key Teaching Assistant or their Teacher is absent.</li> <li>• A range of personalised resources may be made available to support our pupils according to need.</li> </ul>

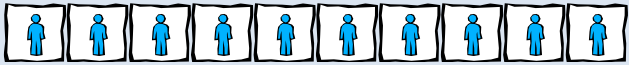
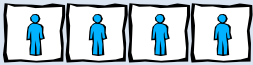

## 6. Health, wellbeing and emotional support

<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>• R-Time principals are embedded in all teaching and learning provision.</li> <li>• The SEND coordinator meets with Class Teachers and Teaching Assistants to ensure there is appropriate provision for students with wellbeing, emotional, physical and mental health needs.</li> <li>• Playground Buddies and all children are encouraged to offer support to one another at play and lunch times.</li> <li>• Pupil issues are dealt with by trained staff and are appropriate to the pupil's needs.</li> <li>• Risk assessments are updated regularly.</li> <li>• PSHE lessons, Assemblies and Residential trips encourage healthy lifestyles, well-being and emotional resilience.</li> <li>• After School Clubs and early morning Sports Club encourages a healthy lifestyle, resilience and emotional wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling through Dreadnought or CLEAR can be arranged where appropriate.</li> <li>• Bereavement counselling is available if appropriate.</li> <li>• Risk assessments are carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Early support/TAC meetings and SEND reviews are supported by a range of agencies.</li> <li>• Additional support for our pupils can be requested by or through: <ul style="list-style-type: none"> <li>○ CAMHS</li> <li>○ Social Care</li> <li>○ Educational Psychologist</li> <li>○ Autism Team</li> <li>○ Behaviour Support Services</li> <li>○ Occupational Health Services</li> <li>○ Physiotherapy Services</li> <li>○ Health Services</li> <li>○ Visual Support Services</li> <li>○ Hearing Support Services.</li> </ul> </li> <li>• Students with specific medical conditions will have individual health care plans which are shared with all appropriate staff.</li> </ul>

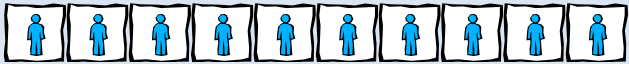


## 7. Social interaction opportunities

<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 students have opportunities for social interaction, regardless of need.</li> <li>• All students belong to an age-related class.</li> <li>• All students are invited on trips and visits.</li> <li>• Residential trips in Year 1- 6 challenge and encourage the development of age-appropriate social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are trained to and are encouraged to support the social interaction of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support to help children interact socially can be provided according to need.</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 used by children are accessible to everyone including those students with SEND.</li> <li>• All areas of the school have wheelchair accessible classes.</li> <li>• Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</li> <li>• There is a named child protection officer, designated safeguarding officer (and deputies) and a named child in care teacher.</li> <li>• All areas of the school are uplifting, positive and support learning.</li> <li>• Teachers, Teaching Assistants and Lunch Time Supervisors focus on rewarding good behaviour to promote a positive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision is made for pupils who need a quiet and supervised area when they are unable to cope during unstructured times.</li> <li>• Disabled toilets and medical bins are available.</li> <li>• There are adults who are Team Teach trained.</li> </ul>	<ul style="list-style-type: none"> <li>• There are staff in school who have Team Teach training.</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 robust procedures in place to support all our pupils through their key transition phases.</li> <li>• Primary children visit Launceston College and Budehaven Community School for specific events.</li> <li>• Secondary staff visit the Year 6 pupils prior to transition.</li> <li>• Taster days for students in Year 6 and two or more induction days for Year 6 students are arranged at their designated secondary placement.</li> <li>• Secondary placements in Launceston College invite specific students to attend summer school.</li> <li>• Regular transition sessions are arranged for children in each year group to experience their new class and meet their new class teacher.</li> <li>• Pre-School children work closely with Class 1 all year and are invited into school for a session each Friday during the second half of the Sumer term. We also have a full day for transition towards the end of the Summer term.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra transition days and meetings with the SEND department are arranged for those children with additional needs.</li> <li>• Communication with the transition schools is robust.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an Area Resource base at both Budehaven Community School and Launceston College for those with more complex needs.</li> <li>• Where necessary our pupils will be supported by a TAC meeting to ensure transition is robust and meets the individual.</li> </ul>

## Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Therapy	Assess and monitor speech and language problems	Children's care management centre. <a href="mailto:Childrens.services@cornwall.nhs.uk">Childrens.services@cornwall.nhs.uk</a> 01872 221400
Child and Adolescent Mental Health Service CAMHS	Support with children showing signs of mental health or significant social difficulties	Children's care management centre. <a href="mailto:Childrens.services@cornwall.nhs.uk">Childrens.services@cornwall.nhs.uk</a> 01872 221400
School Nurse	Support with medical difficulties	Children's care management centre. <a href="mailto:Childrens.services@cornwall.nhs.uk">Childrens.services@cornwall.nhs.uk</a> 01872 221400
Behaviour Support Team	Support with children showing complex behaviour needs within school	Children's care management centre. <a href="mailto:Childrens.services@cornwall.nhs.uk">Childrens.services@cornwall.nhs.uk</a> 01872 221400
Social Care	Support for families struggling with care aspects regarding their children	Children's care management centre. <a href="mailto:Childrens.services@cornwall.nhs.uk">Childrens.services@cornwall.nhs.uk</a> 01872 221400
Family support	Support for families regarding issues within the home which don't relate to care concerns	Children's care management centre. <a href="mailto:Childrens.services@cornwall.nhs.uk">Childrens.services@cornwall.nhs.uk</a> 01872 221400
The South West Educational Psychology Practise	Support, observation and assessment of children with concerning academic or social progress at school.	01822 618265
Autism Spectrum Team	Support for children with a diagnosis on the autism spectrum	Katy Gilbert 01872 323022
Spectrum Autism support Centre	Autism resource and information centre	01872 278378
Accessible Childcare (DCATCH) for children with a physical and/or learning disability including Autism, Asperger's and ADHD	Wrap around care funding to enable children to access breakfast club, after school clubs	0800 5878191
Equality and Diversity Service	Support for families with English as an additional language	<a href="mailto:Csf.equalityanddiversity@cornwall.gov.uk">Csf.equalityanddiversity@cornwall.gov.uk</a> 01872 327497

## Answers to Frequently asked Questions

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

Close tracking and monitoring against National Curriculum age related expectations.

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

Make an appointment to talk to your child's class teacher to express your concerns, they will signpost you accordingly.

### **3. Who/what is responsible for the progress and success of my child in school and matching the curriculum to my child's needs?**

A close partnership must exist between yourself and the class teacher.

### **4. How will school staff support my child?**

Close tracking, monitoring and tailoring of opportunities based on your child's needs accordingly.

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

By meeting your child's class teacher regularly, through your child's termly progress reports and attending parents evenings.

### **8. What specialist services and expertise are available at or accessed by your school? What SEND training have the staff at school had or are having?**

Please see the above list, refer to the family information service website (<http://cornwall.childrensservicedirectory.org.uk>) or talk to the SENDCO Mrs Dyer regarding additional services. All staff receive regular and appropriate SEND training as required.

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

All children are involved in all activities where appropriate and suitable support put in place accordingly. All environments are made accessible and risk assessments are carried out accordingly.

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

Regular and thorough transition activities are provided for all children throughout the summer term and beyond.

### **11. How is the decision made about what type and how much support my child will receive?**

This is dependent on your child's need, funding provided and what is appropriate and right at the current time for your child in close consultation with all involved with your child (outside agencies, family partnerships, teachers and all school staff).

### **12. Who can I contact for further information?**

There is a great deal of advice on the Family Information Service website regarding additional needs <http://cornwall.childrensservicedirectory.org.uk> Alternatively please speak to your child's class teacher for signposting to additional services.

### **13. What about Gifted and Talented Children?**

Warbstow School has a Register for children who are Gifted and Talented in any area of the curriculum as well as those with Special Educational Needs. We will inform you if your child is on this register and let you know how we are ensuring that your child's needs are being met. If you think your child should be on this register please speak to your child's teacher. For more information please read the schools Gifted and Talented Policy on the website (From January 2015)