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## Mousehole Primary School

### Our SEN information report

Date 14/11/2018

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We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life. We aim to do this by:

- Pursuing a creative, adaptable and forward thinking approach to education which fosters a love of learning, a thirst for knowledge and is focussed on the best outcomes for children.
- Nurturing children's confidence by promoting their independence. Children must believe they can achieve with and without support. They must be empowered and inspired to widen their educational opportunities and improve their life chances.
- Communicating shared values based on mutual respect in the interest of the whole community.
- Ensuring an education of such high calibre and clear identity that all members of the community can feel pride in their school.
- Establishing a detailed understanding of the talents, needs and personalities of all our children, ensuring our capacity to nurture and challenge every individual.
- Pursuing collaborative opportunities and external support for families to improve the quality of education for the children of Mousehole School and beyond.
- Sustaining a four class structure including a single year reception class that ensures the best start for children and the best experiences of school life for their families; this includes a close working relationship with Mousehole Mice

**Name of the Special Educational Needs/Disabilities Coordinator:**




**Katie Smith**

**Contact details:**




**Mousehole School**

**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>The views and opinions of students are valued. Student voice is represented in all aspects of school. Student voice is heard through:</p> <ul style="list-style-type: none"> <li>• Class consultation/circle time</li> <li>• Focus groups</li> <li>• Questionnaires</li> <li>• Governor and school leadership monitoring</li> <li>• Regular meetings of the school council</li> <li>• School Parliament /assemblies</li> </ul>	<p>Students with SEND are part of all consultation groups. Additional provision is developed in light of student voice. Children complete personal pupil profiles using accessible interactive technology. TIS (Trauma Informed Schools) focus groups and 1:1 sessions aim to provide children with time to talk and emotional support.</p>	<p>Individual support is responsive to the views and needs of the student. Students' views are an integral part of TAC meeting and SEN reviews. Students are supported in person centred planning and target and outcome setting. Efforts are made to make documentation as accessible to students as possible.</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 work in partnership with all parents and carers.  Every effort is made to ensure parents and carers of all students attend termly progress meetings.  Student progress reports are given following these meetings with recommendations and a fuller report in July.  Parents can discuss informal matters at the start and end of the day if they have concerns.  Parents /carers know exactly who to approach if they have a problem.  We make every effort to share information about the children’s learning e.g. class welcome meetings, curriculum information posted on the website and open events to invite families into class to share and celebrate learning.  Our newsletter is sent to all parents/carers each fortnight.</p>	<p>Families are invited to attend information sessions regarding supporting their young person at home. E.g. parenting skills, independent homework and skills needed to support learning.  Parents can contact the school regarding any concerns through email, telephone, letter or face to face.  Parents are invited to assist with school visits, learning activities and reading one to one sessions.  Our school website provides parents with information such as a link to the Cornwall Council Local Offer.  Parents are met with on a termly basis (or more frequently if needed) to discuss IEPs, pupil progress and well-being.</p>	<p>Parents/carers are supported in attending, and are actively involved in all TAC meetings and reviews.  Parents/carers views are an integral part of TAC meetings and SEN reviews.  Advocacy is available to ensure the above.  All documentation is presented in a format that is accessible to parents.</p>
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### 3. The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The Mousehole Curriculum is designed to ensure the inclusion of all students. All students regardless of their ability and needs have full access to the curriculum. Regular assessments are used to identify students who need specific interventions/provision. We also involve children in the planning process to adapt learning experiences to their interests where appropriate. We provide a broad curriculum with a range of learning opportunities both in and outside of school.</p>	<p>Provision and interventions are bespoke and needs led. Children are provided with SMART TARGETS and in particular cases I.E.Ps to enable strategies to overcome barriers to their learning. This is followed up with precision teaching, small group work and one to one sessions. The progress of students taking part in Intervention groups is measured on a regular basis. Intervention programmes are adapted in light of student progress. Interventions can include:</p> <ul style="list-style-type: none"> <li>• Reading support</li> <li>• Maths support</li> <li>• Writing</li> <li>• Handwriting</li> <li>• Speech and language</li> <li>• Phonics</li> <li>• Nessy</li> <li>• Fun Fit</li> <li>• Swimming</li> </ul>	<p>Pupils are supported in the curriculum regardless of their SEN and/or disabilities. Students with SEN and /or disabilities can access the curriculum with adult support as appropriate. Children are provided with 'SMART TARGETS' specifically targeted to their needs, and in particular cases I.E.Ps to enable strategies to overcome barriers to their learning. Professional advice is sought and recommendations adhered to so that barriers can be removed and needs met within the curriculum.</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>Here at Mousehole we use approaches to teaching and learning which cater to many different needs. Differentiated teaching and outcomes are used to ensure the progress of all students. Alternative ways of recording are encouraged. All our lessons are carefully planned to include clear objectives and outcomes, and we incorporate different learning styles if possible. Lessons include varied questioning, different teaching styles and pace and structure of lesson are considered. We use a Mastery approach and variation theory to allow all children to access the learning. Learning aims to include Interactive teaching techniques, peer talk / critique and varied grouping. Children have access to writing support such as overlays, pencil grips Illustrated dictionaries Use of writing frames Varied recording strategies TA deployment is focussed, with the aim of maximum impact and encouraging independence. Learning objectives are visibly displayed in the</p>	<p>Class Teachers and Teaching assistants share objectives and information to ensure that students with SEND have targeted support and provision. Teaching assistants and class teachers work with small groups to:</p> <ul style="list-style-type: none"> <li>• Ensure understanding</li> <li>• Facilitate learning</li> <li>• Foster independence</li> <li>• Keep students on task.</li> </ul> <p>Independent student learning is supported by the use of technology. Special examination arrangements are put in place at the end of Year 6 if needed. Staff have had training in areas including Dyslexia support and Sensory integration.</p>	<p>Personalised and highly differentiated work is provided enabling independent learning. One to one support is in place for students who need more intensive support e.g. for those with physical difficulties, sensory processing, autism, and severe literacy difficulties/ dyslexia.</p>

<p>children's books and 'smiley' faces are used as Success Criteria.          KS2 children are also asked to comment in their books, often during and at the end of the lessons.          Our marking policy supports progress through effective feedback.</p>		
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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> 
<p>Areas in each classroom provide children with learning materials and relevant resources they may require, such as number squares, number lines, key words, phonic prompts, numeracy methods, dictionaries etc.            The promotion of the Mousehole School Values are visible in all classes and aid children to be thoughtful and independent learners.</p>	<p>Where teaching assistants support learning in the classroom they are assigned carefully to ensure all children have times when they are able and expected to work independently.            Pupils may have personalised equipment to help them learn when necessary</p>	<p>Class teachers and teaching assistants working with individual pupils encourage them to be specific about what they need help with, along with asking them about what they have already covered and completed for themselves.            Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if they are working independently for a sustained period.            Personalised task boards and visual timetables can be in place when needed, to develop independence.</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>PSHE lessons and assemblies include all our pupils. The SENCO coordinates provision for pupils with wellbeing, emotional, physical and mental health needs. TIS (Trauma Informed Schools) sessions are included in this provision. Children are encouraged to support each other in the playground environment. Pupil issues are dealt with by trained staff, as they arise. Risk assessments are made to ensure the wellbeing of all pupils. The school uses a progressive combination of activities to help children develop their own ability to risk assess, to explore different ways to keep themselves safe and to be healthy e.g. mindfulness, yoga, regular woodland skills sessions, beach and water safety sessions and tasters in adventurous activities. Our real project curriculum means children have opportunities to explore real life experiences. Every effort is made to ensure all these activities are inclusive.</p>	<p>Vulnerable pupils can access quiet areas to take time out and find support (Thrive room). Nurture groups, involving life skills can be provided. e.g. cooking activities, Time to Talk, Thrive. These address issues such as:</p> <ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Social skills</li> <li>• Life skills</li> <li>• Anger management</li> </ul> <p>Fun fit Club is also provided to individual pupils to aid resilience, coordination and emotional well-being. Bereavement counselling is available.</p>	<p>TAC - Early Support meetings and reviews are supported by a range of agencies including the school nurse. Additional support for pupils can be Requested. Information about these is available from the Cornwall County Council Local Offer. Students with specific medical conditions have Individual Health Care Plan.</p>

## 7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>Pupils have plenty of opportunities for social interaction, regardless of need. Teaching and learning approaches recognise the need for and impact of social approaches to learning e.g. talk partners and Peer Critique. Students belong to a class group and a house group. Students have access to school visits and residential trips. Our real life project learning creates more social interaction opportunities.</p>	<p>Targeted support is given where children have social difficulties. This can take many forms:</p> <ul style="list-style-type: none"> <li>• nurture groups</li> <li>• socially speaking groups</li> <li>• careful grouping in class</li> </ul> <p>Staff can also support on a day to day basis by:</p> <ul style="list-style-type: none"> <li>• being available as a key adult for specific children at critical moments</li> <li>• whole staff involvement in developing specific relationships in individuals and groups of children</li> <li>• ensuring regular personal contact with individuals</li> </ul>	<p>Students are able to access individual support by T.As to enable their attendance at after school clubs. Transition folders are created by TAs and individual pupils to ensure social anxieties are reduced. Programmes of visits at Year 6 are organised to ensure the child is confident with the changes. We regularly use the outreach department at alternative providers.</p>




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

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
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<p>Areas of the school are accessible to everyone. Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. There is a named 'Designated Child Protection Officer', Deputy Child Protection Officer, Designated Safeguarding Officer' and a named 'Child in care' teacher. All areas of the school are light, uplifting and positive to enhance learning. Teachers focus on rewarding good behaviour to promote a positive learning environment. The rewards are robust and visible.</p>	<p>Various tables and chairs of different heights are available. Our classroom environments suit flexible learning styles. There are named adults trained in Team – teach techniques. Ear defenders and areas of low sensory disruption in each classroom. Access to gym balls to sit on during learning and for focussed activities.</p>	<p>Specialist equipment can be provided if necessary during practical lessons to enable disabled pupils to be independent. Classrooms/halls /corridors can be made accessible for pupils with sensory needs. We have a lift to ensure wheel chair access to all internal areas of the school.</p>
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## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>There are strong links with the feeder preschool Setting on site. Pastoral leads identify pupils who may need extra support at transition to school. Pupils in Year 5 and 6 attend secondary schools for taster days. They then have induction days and are invited to attend summer school</p>	<p>Students identified as possibly struggling with transition have additional visits and meetings to involve parents. Key information passed onto new school, and collected from the pre-school. Conversations had between members of</p>	<p>The SENCO has involvement with preschool children and will attend EHCP reviews. Pupils have a structured and gradual transition package from class to class. This ensures that they are familiar with</p>

activities. Secondary staff visit Mousehole School to gather information on future pupils and to facilitate transition.	staff to ensure all information passed on.	routines, key members of staff and learning environments. Pupils with SEND have extra visits to secondary education.
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10. The SEND qualifications of, and SEND 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 
Safe Guarding Training SENCO Qualification KS	Fun Fit Training Sensory Integration Training Future dates for Autism Friendly Classroom training TIS (Trauma Informed Schools) .	Speech and Language Training (Sian Williams) Autism Spectrum Team Training

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Occupational Therapy	Assessment of physical needs.	Contact school SENCO for more details.
Education Psychologists	Assessment of social and emotional needs.	
Speech and Language Specialists	Development of speech and communication.	

<b>Early Help Hub</b>	<b>Support schools and families.</b>	<b>See school website.</b>

12. Pupil progress is measured regularly across the school and the school’s tracking systems help to inform the SEND assessment process. Sometimes, where children’s needs dictate, we use other methods to measure, record and share with parents the progress that individuals make. We may do this by monitoring progress towards specific targets held in Individual Education Plans, we may use Thrive assessments (or equivalent) to measure social and emotional aspects of a child’s progress and we may focus progress towards specific academic targets.
13. How we know how good our SEN provision is by comparing the progress and attainment of groups of children and individuals against the progress of other children in the school or against averages locally and nationally. We also celebrate the success of individuals whose progress is harder to measure using purely academic results. We do this using the methods detailed in 12 above. Children on our SEND record of need are routinely involved in all of the school’s monitoring processes and their engagement and progress with various initiatives is monitored this way.
14. If you wish to complain we would always encourage you to first speak in person to the SEND coordinator and/or the head teacher. If this does not resolve the issue, our complaints procedures is available on the school website or from the school office.

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

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

### **Answers to Frequently asked Questions**

Below are examples of questions that parents may ask. Schools are encouraged to create their own questions and answers with parent/carers and young people.

1 How do people in school know if a pupil needs extra help? We use the Graduated response to identify and address needs within our setting.

2. What should I do if I think my child may have special educational needs? Arrange to meet with their class teacher and SENCO.
2. Who is responsible for the progress and success of my child in school? All staff in our setting.
3. How is the curriculum matched to my child's needs? We have an inclusive curriculum and additional targeted intervention for those who need it. And advice is sought from outside agencies.
4. How do school staff support me/my child? Targeted intervention, needs met on a daily basis, meetings and communication to ensure parents are kept informed about their child's progress.
5. How will I, and my child, know how well they are doing? Termly meetings, IEP meetings, constant communication, special awards.
6. How can you help me to support my child's learning? Meet with class teacher and SENCO to advise on ways to help at home. Ensure parents / carers are informed of what support is happening in school. Advice for specific learning difficulties is available from the office or the SENCO.
7. What support is there for my child's overall wellbeing? Thrive, safe and inclusive school environment, small school so all staff know who your child is. All staff have up to date safeguarding training.
8. How do I know that my child is safe in school? As above. All staff have been safeguarding trained. Constant communication among staff. Issues dealt with immediately. We have a designated child protection officer and a deputy.
9. How is my child included in activities outside the classroom including school trips? Needs are assessed and all children are included on outdoor activities or visits.
10. How accessible is the school environment? Accessible toilets and lift to first floor hall available. Classroom environments spacious and adaptable for specific needs.
11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond? Transition meetings held with staff at the Secondary schools, children who need to have extra transition sessions and keep an All About Me book, where the child takes photos of their new environment and adults they will be working with.
12. How are the school's resources allocated and matched to pupils' special educational needs? All learning inclusive so within lessons appropriate resources will be made available. TAs are deployed across the school targeting particular needs as they arise.

13. How is the decision made about what type and how much support each pupil receives? Pupil Premium children receive suitable provision which is discussed with staff members, outside agencies and parents. At termly meetings as a whole staff we discuss relevant interventions for each child on the Record of Need and discuss who and when the intervention can be administered.

14. Who can I contact for further information? Visit our school website for more information.