**Whole School SEND Strategy - Mousehole School 2021 – 2022 (UPDATED January 2022)**

**Context**

Mousehole Primary School is a smaller than average mainstream primary school, with a low number of SEND pupils. Of 115 pupils on roll (including the pre-school), 4 pupils are classed as SEN Support and 2 have an EHCP, meaning 5.2% of our school have additional needs and as such, require additional support. This is significantly lower than the national average.

**AIMS**

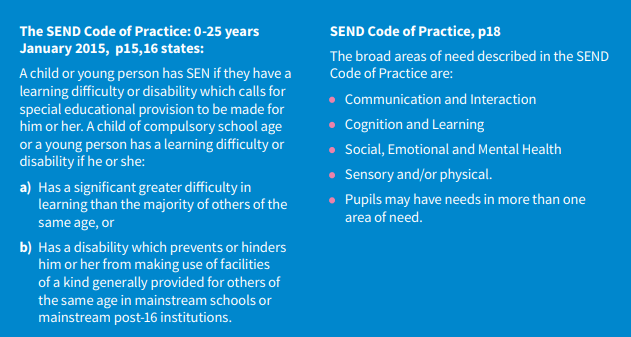
We aim to be inclusive, for children to feel valued, happy and for them to be making appropriate progress.

A breakdown of SEND pupils by Year Group is below:

|  |  |  |  |
| --- | --- | --- | --- |
| NC Year Group | Number of children per year group | Number of SEN Support pupils | Number of EHCP pupils |
| Pre-School | 20 | 0 | 0 |
| R | 11 | 0 | 0 |
| 1 | 13 | 0 | 1 (EOYG) |
| 2 | 14 | 1 | 1 (EOYG) |
| 3 | 10 | 0 | 0 |
| 4 | 15 | 2 | 0 |
| 5 | 16 | 1 | 0 |
| 6 | 16 | 0 | 0 |

The highest proportion of SEND at Mousehole Primary School are Speech and Language and Communication Needs and Cognition and Learning.

Below is a breakdown of need per class based on pupils’ primary need (some have needs in more than one area)



**Our areas of need are distributed in a similar way to national averages.**

Chart, bar chart

Description automatically generated

**SEND Identification Flow chart 2020-21**

Put QFT in place. Consult with SMT, Subject Lead or SENDCO for guidance if necessary

Check all Quality First Teaching is in place. Classroom based strategies and differentiated curriculum implemented. (Wave 1)

Early Identification of Need \* Teacher, Parent, TA, SLT or SENCO identify that a child requires additional or different provision to that of QFT

Review progress after 6-8 weeks. Is there still a barrier to learning?

No

Hold discussion with SENDCO regarding additional provision that may be necessary, including external interventions. (Wave 2)

Is there still a barrier to learning?

Yes

No

No

Teacher to complete Initial Concern Form and Class Teacher and SENDCO decide Wave 2 action required (observation, additional resources, participation in intervention groups). Class Teacher to inform Parents

Continue with QFT in class and monitor closely

Continue with additional provision if necessary and QFT in class and monitor closely.

Continue with provision as necessary. Remove from SEN register when additional or different provision is no longer needed but continue to monitor within class. Teacher to inform Parents. If the child begins to show additional or the same difficulties the process needs to be repeated.

If an EHCP is agreed additional provision may need to be put into place. Annual reviews will be managed by the SENDCO. If it isn’t, school should continue support as required; regularly monitoring and reviewing provision.

Yes

Discussion with SENDCO, Parents and Outside Agencies around the appropriateness of an EHCP request. SENDCO to complete application in consultation with Teacher, Parents and Pupil.

Is there still a barrier to learning?

SENDCO to make appropriate referrals to outside agencies

No

Yes

Review progress at agreed date. Is there still a barrier to learning?

No

SENDCO adds pupil to SEN Record of Need as SEN Support. Parents informed. **Assessment** of pupils needs, **plan** support and interventions to be put in place, **do,** and **review** effectiveness and impact on progress. SEN Support Plan completed and reviewed termly by teacher in co-production with SENDCO and parents. (Wave 3)

**Early Identification of Need** can come about through a variety of ways:

* *For children starting reception class, strong links with Early Years providers are established between the SENDCO and EYFS teacher to ensure all relevant information is passed on. \**
* *Attainment data: at the collection points at the end of each term and at Pupil Performance meetings if a pupil is not making expected progress*
* *Holistic pupil progress; supported by good engagement with Parents and families.*
* *Concerns raised by Parents or carers, or other external agencies who are involved with a pupil and/or their family.*
* *Staff training: following professional development staff are more aware of indicators of additional need.*
* *Learning walks and lesson observations, including scrutiny of pupil’s work, by SMT, subject leaders or the SENDCO.*

**Description of Provision at Mousehole Primary School 2021-22**

All children regardless of needs have access to and are included in the broader curriculum. We aim to ensure that interventions do not disrupt these subjects, especially as so many children benefit from the broader curriculum subjects and have interests in these areas. For example: scientific and historical knowledge, a love of music and movement, Yoga for gross and fine motor skills as well as SEMH, PE for social and emotional health as well as physical health.

At Mousehole School, we adopt a Graduated Response to provision for our SEND learners. Please visit <https://www.cornwall.gov.uk/graduatedresponse> for further information in line with the Local Offer.

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| --- | --- | --- |
| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| Quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. | Specific, additional, and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. | Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions from outside agencies. |
| Each area of need has examples curriculum specific support. | | |

**Communication and Interaction**

SEN Code of Practice (DfE, 2015)

6.28 – Children with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use rules of social communication. The profile for every child with SLCN is different and their needs may change over time.

6.29 – Children with ASC are likely to have specific difficulties with language, communication, and imagination, which can impact on how they relate to others.

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| --- | --- | --- |
| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| * Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on display and introduced in each lesson.   Careful explanation of new vocabulary.   * Structured school & class routines. * Use of visual prompts/ICT to make learning more visual. * Classroom arrangements promote good communication opportunities i.e., Talking Partners and collaborative group work. * Visual timetables.   Focused small group support on a “needs-led” basis.  Opportunities for talk outside of lesson time i.e.,clubs, lunchtimes etc  Peer and adult support  Special arrangements in place for assessments, if required | * Visuals alongside verbal instructions   Increasing differentiation and scaffolding during the input and the learning task.   * Flexible adult support on a “needs-led” basis   Pre teaching of key vocabulary.  A “narrative approach” small group for some aspects of learning.  Simplification of learning resources.  Seating plan and classroom environment takes account of learning needs. Sitting in the front row to hear clearly and engage with CT.  Explicit teaching of particular social concepts, including the use of social stories  Additional use of technology.  Supporting verbal instructions with visual aids | An individual visual timetable or/and use of Now/Next boards.  Social stories.  Support from a teaching assistant at points throughout the day.  A communication plan written by the Speech and Language Therapy Service.  Regular SPLC interventions on a small group or 1:1 basis.  A SEN Support Plan which sets personal targets termly or more often is required.  Other outside agencies, such as ASD support team, if required.  A highly structured and individualised learning programme.  Use of signs or symbol systems such as Makaton or the Picture Exchange System (PECS) If appropriate. |
| **Support across the curriculum:**  **Humanities / Science:** Our curriculum progression documents include lists of keywords linked to the subjects we use these to pre-teach vocabulary to children. Scaffold speaking or writing sentence starters, writing or speaking frames. Respond positively to any attempt to communicate ideas / understanding.  **PE (or practical activities in other subjects such as science)**: simplified instructions (less verbal), visual support and modelled activities. Use peers and videos to demonstrate activities  **Music:** Represent concepts visually. Use peers and videos to demonstrate activities  **English:** Speech and language specific interventions based around sentence buildingand breaking words down into syllables (phonological awareness) to assist with communication, phonics, spellings and writing in English.  **Maths:** Represent concepts using concrete resources / visually.  **Art / DT:** Pre-teach vocabulary. Use visual aids. Simplify and scaffold instructions.  **Computing:** Adapt more abstract concepts in computing lessons with practical alternatives. | | |

**Cognition and Learning**

SEND Code of Practice (DfE, 2015)

6.30 – Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) through to profound and multiple learning difficulties (PMLD), such as Down’s syndrome.

6.31 – Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

*Include details in each of the 3 sections below – the italic text provides an example of what might be included*

|  |  |  |
| --- | --- | --- |
| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| Appropriately differentiated curriculum considering individual learner’s needs and scaffolded work when needed.  Careful consideration of language used.  Whole school environment takes account of learning needs i.e., simple displays, accessible information.  A multi-sensory approach is used across the curriculum.  Range of technology is used on a regular basis.  Pictorial, concrete, and practical materials are available.  Tools to support and scaffold learning are available i.e., word mats.  Range of resources in classrooms to support learning i.e., pencil grips, writing frames, word lists, coloured overlays, manipulatives for maths etc.  Special arrangements in place for assessments, if required. | Increasingly differentiated curriculum including activities and/or materials.  Extended opportunity to learn through play for some pupils.  Careful adult support to promote and facilitate independent learning.  Alternative recording methods.  Visual timetable.  Coloured paper and appropriate font size for pupils with visual stress.  Movement breaks may be built into the day.  Opportunities for pre-teaching and over-learning and ‘catch up’ / review.  Support to develop key board skills for some pupils.  Individuals and/or small groups follow evidence-based intervention programmes such as Nessy, Precision Teach, phonological awareness, Ready to Progress Maths or White Rose Maths. | Support from a teaching assistant at points throughout the day.  A SEN Support Plan which sets personal targets on a regular basis.  Other outside agencies, such as Physical and Medical needs team or Cognition and Learning Service, if required.  A structured and safe learning environment.  A high level of supervision.  A highly structured and individualised learning programme.  Regular home-school communication  Explicit teaching of independent learning skills using learning tools such as ICT, visual timetable/prompts, alternative recording methods etc. |
| **Support across the curriculum:**  **Humanities / Science / English / Maths:** In all subjects included Science, History and Geography all children will learn the same objective. Children who have additional needs will be offered scaffolding / prompting / support through high quality open questioning or modelling to aid successfully achieving the learning outcome. Such as a mind map, structured worksheet to help with writing up information, use of bubble maps, vocabulary mats and visuals to aid vocabulary. Provide alternative opportunities/methods to record learning  **PE (or practical activities in other subjects such as science)**: Use peers and videos to demonstrate more complex activities and games. Use visuals to support instructions. Modelling. Paired learning. Smaller groups / team games. Time to process instructions and extended time to respond.  **Music:** Use peers and videos to demonstrate more complex musical rhythms and techniques. Use visuals to support instructions. Modelling. Paired learning. Smaller groups / team games. Time to process instructions and extended time to respond. Allocation of instruments appropriate to level on understanding / complexity of need.  **Art / DT:** Visuals to support step by step instructions.Scaffolded support when researching, designing and planning. | | |

**Social, emotional and mental health**

SEND Code of Practice (DfE, 2015)

6.32 – Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as anxiety or depression. Other children may have disorders such as ADD, ADHD or attachment disorder.

*Include details in each of the 3 sections below – the italic text provides an example of what might be included*

|  |  |  |
| --- | --- | --- |
| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| * Positive relationships with staff and peers.   ESLA (Emotional Literacy Support) leader for all children to access. ‘HUG’ room, a space to talk, take time out and post worries available for all children.   * Environmental adaptations to keep children safe including a safe space when children are finding it difficult to regulate their emotions.   Consistent behaviour management is used by all staff, especially reinforcement of positive behaviour.  Meaningful rewards and sanctions in use.  Appropriate differentiation of the curriculum.  Whole School Skills Progression and Golden Rules to develop personal skills.  A flexible approach to different behaviours  Weekly P.E. and Yoga lessons for physical activity as well as access to outdoor learning and play. (Welly Wednesdays EYFS)  Structured routines and use of visual timetable. | Access to programmes that support and develop social and emotional learning (TIS / ELSA)  An adapted curriculum or activities at points during the week.  Adaptations to the learning environment to reflect and support needs.  Supportive arrangements for break/lunch times.  Risk assessments completed for return to school after COVID-19 school closures. | Modified learning environment and timetable in line with specific needs.  A high level of adult support, including care and supervision.  Staff trained in supporting pupils with challenging behaviour (TIS, Team Teach)  Access to identified key adult(s)  Support from outside agencies such as ASD support team or CAMHS |
| **Support across the curriculum:**  **Humanities / Science / English / Maths :** positive learning environments created to enable children to feel safe and comfortable when learning. Time to talk when learning feels tricky or if outside issues are creating a barrier. Supportive environments first - to enable quality, focussed learning.  **PE (or practical activities in other subjects such as science)**: Yoga for gross and fine motor skills as well as SEMH, PE for social and emotional health as well as physical health. In more physical session such as PE individual needs would be addressed to check capabilities, paired with a buddy, supported with instructions and chunking information.  **Music:** Our school recognises that music can be key to improving mental health. All children take part in music lessons and have the opportunity to be in the choir and to have music lessons.We are also aware that some children may find music lessons overwhelming, so we offer time out and a quiet space if this is the case.  **Art / DT:** Space to work in smaller groups if required.Tasks adapted to smaller achievable chunks to enable success. Art is an amazing outlet for emotions and we also use art and drawing as a way to express and identify feelings, emotions and as time to talk through colour / drawing. | | |

**Sensory and/or Physical needs**

SEND Code of Practice (DfE, 2015)

6.34 – Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and fluctuate over time. Many children with vision impairment or hearing impairment will require specialist support and/or equipment to access their learning.

6.35 – Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

*Include details in each of the 3 sections below – the italic text provides an example of what might be included*

|  |  |  |
| --- | --- | --- |
| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| * Curriculum differentiation that takes account of individual pupil needs.   Frequent and sensitive monitoring of a pupils’ understanding.  Use of clear and precise instruction with repetition and review built in naturally.  Follow any medical advice given for the pupil.  Awareness of the classroom environment i.e., sensory overload., ear defenders available to all.  Access to appropriate equipment i.e., pencil grips, adapted scissors, writing slope etc.  Consideration of the position of the class teacher, board, desks etc.  Consideration of lunchtime situations and seating when eating to avoid sensory overload. | * Access to additional teaching in small groups or on an individual basis.   Additional and differentiated resources.  Specialist teachers of the deaf or visually impaired if required.  Use of appropriate technology.  Access arrangements for assessments  Movement/sensory breaks are built into the day and equipment such as theraputty is always available.  Specialist equipment for sensory processing i.e., ear defenders, wobble cushions.  Opportunity to learn keyboard skills.  Fine and gross motor skill interventions.  Alternative arrangements for lunch/break times i.e., a quiet room, early sitting  Alternative recording methods i.e., using technology.  Adapting home learning if pupil does not have necessary specialist equipment at home.  Alternative inclusive PE activities for the whole class.  Emergency evacuation plans/risk assessments. | Specialist teachers of the deaf or visually impaired, if required.  Building access arrangements/equipment i.e., ramps, accessible toilet etc.  Staff trained in moving and handling if required.  Access to a quiet area for specialist teaching.  Access to specialised resources, such as braille, if required.  High level of adult support to aid delivery of individualised learning.  British Sign Language training provided, if required.  Specialist equipment recommended by OT i.e., chairs, cutlery  Occupational Therapy programme facilitated, with adult support where necessary.  Involvement of community nursing service and an Individual Health Care Plan written and regularly reviewed. |
| **Support across the curriculum:**  **Humanities/Maths/English/Science :** In all lessons equipment is available to ensure any sensory or physical barriers to learning are broken - such as: head phones for noise reduction, heavy muscle work equipment for a sensory wake up, writing equipment (writing slope, pencil grips, triangular pencils), use of technology to record work.  **PE (or practical activities in other subjects such as science)**: activities adapted according to physical capabilities.  **Music**: Headphones available for noise reduction. Time out from noisy sessions if required – or the opportunity to play an instrument which suits physical needs.  **Art / DT:** Alternative equipment is offered to suit needs. Different media and paper types on which to record art. For example: a more substantial or larger surface area of paper for painting. We are aware that different media – such as clay – may present sensory issues, so alternative will be offered so that all children can take part in the planned activity. | | |

Once a pupil is accessing Wave 2 or Wave 3 provision, it may be appropriate to seek support from external agencies. The SENDCO will make a referral, in collaboration with the Parents/carers and the class teacher. Currently, 75% of our SEND pupils are involved with one or more external agencies. Services we may access include:

* Speech and Language service
* Education Psychologist
* Cognition and Learning Service
* Physical and Medical Needs Team
* Community Nursing Team
* CAMHS
* ASD Support Team
* Early Help Hub
* Occupational Therapy service

**Staff training and development**

To ensure that our staff are confident in supporting our SEND learners, we ensure that training is provided for their continual professional development. Training is identified by staff audits and pupil needs, for example in 2020-2021 whole school training on ‘Work Rest and Play the Sensory way’ was provided as it was one of our highest areas of needs.

This year we have currently arranged staff training for:

* How can we support independent learners and Working memory? 7/9/2021
* IDFS+ (Inclusion and Dyslexia Friendly Schools) 30/9/2021, 7/9/2021, 14/9/2021
* Dissemination of IDFS+ information Autumn Term 2 2021
* SENCO regularly attends SEN surgeries and SENCO Network meetings monthly and termly.
* Other training put into place as needs arise across the year.

Areas that we also hope to develop this year are:

* Supporting children with ASD
* To develop systems to monitor, evaluate and record progress with regards to IEP and EHC targets and lowest 20% in school.
* To improve attainment and progress of SEND children in English and Maths (considering missed learning due to Covid 19 Lockdown)
* To develop the expertise of all staff to enable them to have maximum impact on teaching and learning and pupil outcomes.
* (Link to specific EHCP and IEP provision as well as Quality Teaching First)
* To develop systems for identification of needs.

**Parental engagement**

At Mousehole School, we strongly believe in the importance of parental engagement for all pupils, but especially our SEND pupils. We aim for class teachers to meet formally with parents of children on an SEN Support Plan three times a year to review their child’s progress and gain their insight.

Parents are encouraged to contact the class teacher or SENDCO to discuss matters and many will be in contact much more than three times a year as communication tends to be proportional to a child’s need.

In addition to the termly meetings, children who have an EHCP also have an annual review, co-ordinated by the SENCO which enables the team around the child to review their progress and plan their next outcomes.

Parental engagement is also a key factor in the early identification of an additional need, so we welcome any parent with a concern to contact the school to discuss this.

**Priorities for 2021 - 22**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Actions** | **Person/s responsible** | **Resources required** | **Evaluation – evidence of success and impact** | **Timescale and Review** |
| **To develop the expertise of all staff to enable them to have maximum impact on teaching and learning and pupil outcomes.**  Continued target but developing through IDFS+ training attended by the SENCO and a TA with a possible outcome of doing the Dyslexia Friendly Schools Accreditation. | * Review which areas of need we have in our setting (Audit from IDFS+ training) * Arrange appropriate CPD tailored to our specific needs. * Regularly revisit previous training in teacher and TA in-house training sessions.   Support teachers and support staff with strategies, using knowledge from professionals’ feedback and reports and SENCO CPD. | All staff  SENCO | Time for training.  Funds for any paid for training.  Outside agencies input, advice, and support. | By the end of the year the aim would be for all staff to understand the identification flow chart and the importance of QTF also be actively using strategies form the IDFS+ training in everyday practise.  Staff will have had the opportunity to develop their expertise in areas specific to the needs of the children in their classes, so that they can have maximum impact.  By the end of the year, we would hope that the impact would be positively linked to children’s progress and well-being. | Across the 2021-22 academic year.  Review summer 2022 |
| **Improve use of IEPs as a working document to clearly evaluate progress of targets and adapting to the needs of the children with special educational needs.**  Ongoing – additional of sliding scale assessment tool on IEPs for qualitative targets that are harder to measure. | * Allocate a 10 min weekly slot per staff meeting for teaching staff to update and make notes on IEPS regarding interventions and progress. * Monitor how IEPs are used and ensure that support staff have access to them, know what is in them and can annotate them too. * Ensure that IEPs are reviewed and adapted if needs have been met or targets have been achieved. Organise extra meetings with parents if needed. * Work with other SENCOs and schools to experience how they use their IEPs as a working document.   Continue to use the sliding scale assessment for qualitative targets on the IEP, but ensure that staff use this more regularly than once a term. | SENCO  All staff | Time to develop an Effective IEP document.  Time for TA and Teachers to discuss and complete annotations. | IEPs will obviously be a working document, and this will be evident by the end of the first Spring half term.  The impact will be that IEPs will more accurately address children’s needs and any adaptations or adjustments that may need to be made to provisions either to enable the target to be achieved or to move children on and enable progression. | Across the 2021-22 academic year.  Review summer 2022 |
| **To ensure clear evidence of inclusivity and SEN adaptations across the whole curriculum.** | * Share SEN strategy with all staff to make sure that they are clear on provision that we make for children on a universal, targeted, and specialised basis. * Gather evidence of inclusive learning in the broader curriculum. * Adapt TPAT SEN in the wider curriculum document to suit the Mousehole School context.   Complete an inclusive classrooms audit. | SENCO  All staff | Time to observe lessons.  Time to record audit inclusive learning in our school.  Training for staff about inclusivity across the school.  Any equipment or technology that may be needed to break down barriers to learning. | All children will be able to access the curriculum.  Staff will be able to confidently deliver an inclusive learning environment. | Across the 2021-22 academic year.  Review summer 2022 |
| **To develop systems for identification of needs.** | * Review current systems for identifying needs in areas such as speech and language, dyslexia + (DCD etc), numeracy and cognitive skills.   Investigate methods that can be used as diagnostic screening in children such as online packages and assessment tools.  Attend any necessary training to support the tools and assess which tools will be most appropriate to use in our school. | SENCO | Time for training.  Funds for any paid for training or packages that have been agreed to use for identification of needs.  Outside agencies input, advice, and support. | By the end of the year, we will have systems in place to assist the identification of specific needs.  By the end of the year the impact would be that through easier and more efficient identification of t-needs children will be able to be provided with appropriate support internally or from outside agencies. | Systems in place by Spring 2022  Review summer 2022 |
| **To improve attainment and progress of SEND children in reading, writing and Maths**  Ongoing due to disrupted 2020-21 school year.  Developing due to the Little Wandle Phonics scheme in place since Autumn 2021. | * Review areas of need across all years and which areas of support are required. Ascertain any possible barriers to learning. * Ensure all staff are aware of which children require their needs to be met and what areas of reading, writing and maths need to be a focus. * Support staff in applying strategies across the curriculum to support learning and enable an inclusive approach. * Work alongside the reading leader, EYFS and KS1 staff with regards to phonics interventions, catch up and assessment. | All staff  SENCO  Headteacher | * Time and funding for any ‘catch up’ sessions or pre-teaching / reinforcing of learning sessions.   Any training linked to how to support children with English and maths and break down any barriers to learning. | By the end of the year, we would aim to have evidence of appropriate levels of progress amongst our children who have SEN support.  Children’s well-being will be positively impacted through growth of confidence and understanding. | Across the 2021-22 academic year.  Review summer 2022 |