



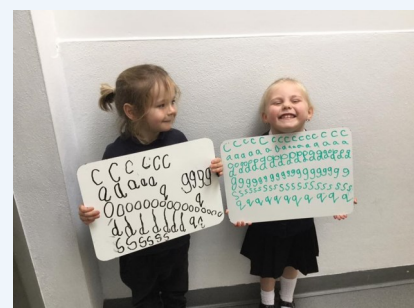
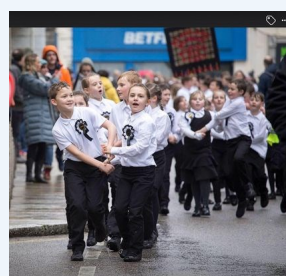
School Offer

2021-2022

Special Educational Needs and Disabilities at Newlyn School.



At Newlyn School we firmly believe that it is vital for all pupils in our care to meet their full potential. Our aim is that every child thoroughly enjoys their school experiences and participates in school life fully with enthusiasm for learning, achieving, making good progress whilst continuing to grow as individuals. This is achieved through quality first teaching, a calm nurturing environment and through the clear and consistent approach that echoes throughout the school. The individual needs of all our children are the central focus, providing stimulating and exciting learning opportunities for all.





Some pupils require additional support to their peers for a variety of reasons to enable them to access the curriculum fully and make progress within their learning. We are sensitive to the varied individual needs of pupils and we use a flexible, graduated approach to support specific needs and differing abilities. We endeavour to promote collaboration between school, parents and other agencies in order to meet individual needs.



This can be described as an SEN (Special Educational Need) where extra provision can be provided to support your child further within school. They could be experiencing a range of needs such as:

- A physical difficulty
- A sensory difficulty such as impaired sight or hearing
- A learning difficulty
- Emotional, behavioural or social needs
- A medical or health problem including anxiety
- A speech difficulty
- Particular difficulties within a specific subject area such as Literacy or Maths

What should I do if I believe that my child may have a Special Educational Need? How will school respond?

*The first point of call is to discuss your initial concerns with your child's class teacher who will be able to discuss how your child is getting on. Together you may decide some strategies to provide additional support in the classroom. This will then be monitored by the teacher; we call this the 'On Alert' stage.

*If after a period of time concerns are still present for yourself or the class teacher then the Special Educational Needs Coordinator (SENCo) will be informed and offer advice and guidance.

*It may be that the SENCo decides that your child needs to be placed onto the SEN register (SEN Support) to enable further support to be given. This support could be through extra intervention groups with TA's or through outside professional agencies working with your child.

* If progress within the area of concern still does not improve, specific targets will be set and specific outside agencies informed. Regular reviews will be held.

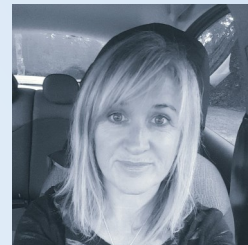
A collaborative approach between school and home is crucial.

We always aim to build positive relationships!

If your child needs to be placed onto the SEN register for additional support then the class teacher will inform this with the parents and discuss the target areas to be worked on.



The SENCo at Newlyn School is Julie Wood.



Personalised targets for the child will be set to enable them to make progress at a more suitable pace for them. The targets will be reviewed termly in school in an SEN SUPPORT meeting. This meeting will be between the class teacher and parents, and the SENCo if necessary, providing an opportunity to identify achievements the child has made and their progress so far. In addition, next steps and new targets will be discussed to ensure the child continues to make good progress and access appropriate support.

How does the school monitor the targeted support?

The school will monitor the targets set for every child very closely through the following cycle: **Assess Plan Do Review**

Assess- This could be through observations over time, monitoring of data levels and progress, pupil discussions, parent discussions, agency observations etc...

Plan- Smart targets will be set, reviewed and edited according to the child's progress and through assessments made by the class teacher. Targets could be set across a range of academic areas or for personal, social, behavioural or emotional needs.

Do- Different strategies will be used to help your child achieve their targets. Intervention will be given which could be in class support using additional adults, small group in or out of the classroom, 1:1 support for more individualised targets or agency support given with consent from parents. Agency support would normally be given on a 1:1 basis with a specialist in the field of need.

Review- Targets will be reviewed as necessary by class teachers with the pupils. They will be reviewed termly with parents but can be seen earlier with parent request.

Monitoring by the SENDCO

One of the main roles of the SENDCO in school is to closely monitor pupil targets over the year as well as monitoring the overall provision for all pupils on the SEN register. The SENDCO is given non contact time per week to ensure everything in school is monitored and reviewed on a regular basis. Monitoring can take place in various ways - some of the main methods are:

- Carrying out pupil discussions/ questionnaires -liaising with class teachers, teaching assistants and the outside agencies
- Monitoring of pupil attainment and progress through analysing data
- Provision maps and Support Plans, show what support is being given to children with an SEN need.

What outside professionals or agencies may work alongside my child?

Educational Psychologist

Autism Spectrum Disorder Team

Speech and Language Therapy (SALT)

Dyslexia Service

Behaviour Support service (Also supporting pupils with emotional and social needs)

Some other common agencies which the school may make a referral to or be able to contact are:

-CAMHS- Child and Adolescent mental health service

-Family Support Services

-Bereavement & counselling services: Penhaligon Friends, CLEAR

-Occupational therapists or Physiotherapy support

-TAC (Team around the child) or ESCO (Early Support Coordination) teams

What support will there be for my child's emotional and social wellbeing?

*All staff including teachers, teaching assistants and midday supervisors build strong relationships with the children to support their emotional and social needs.

*If needed, Individual Behaviour and Individual Safety Plans are written.

*Child protection issues are reported straight to Isabel Stephens our designated safeguarding officer and/or Julie Wood, our deputy safeguarding officer.

*A clear behaviour policy is in place and can be requested to read.

*TIS/Nurture groups to support behaviour, social and emotional needs are in place and the format of these are tailored to meet the group needs.

*Motor Skills programmes such as Funfit, dough gym.



What support is available for my child's medical needs?

*Many teachers and teaching assistants have a first aid qualification to deal with minor incidents.

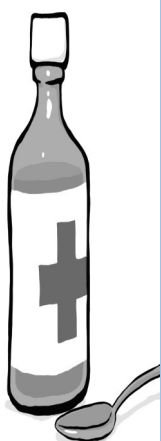
Epilepsy awareness training has been given to some staff members as well as EpiPen training, which will be updated regularly.

Mrs. Richards is our main trained first aider who will administer any medication which is required within school hours and records are maintained of this.

All staff are made aware of individual medical needs and verbal advice is given. A care plan can be written where necessary for further details of a specific medical condition.

All medication is locked in a safe storage area within the medical cupboard and only designated people have access to this medication.

*All parents must fill in a medical form for their child providing consent for medication to be administered. This is also done prior to trips or residential visits so an alternative adult may be responsible for administration.



How will my child be involved in their targets and how will their views be heard within school?

Feedback and Reflection time

Pupils review their targets within classroom time and discuss 1:1 with their class teacher how they are progressing. This will also be a chance to discuss new targets where applicable and see evidence of targets being achieved in their books.

School council meetings happen every month within school to encourage pupil voice; each class has 2 representatives.

Children may have access to 'Key Workers' whom they choose themselves, to talk to when they need.

Pupil Interviews

Once a term the SENDCO will aim to hold pupil interviews across school where a simple questionnaire will be asked to gather views.

What strategies may be used to support my child further which are additional to or different from their peers?

Strategies will differ for specific individuals depending on their needs. Here are examples of some current strategies:

1. Using ICT to record -aiding those children who find writing a challenge
2. Using ICT to support learning- Apps to support specific needs such as dyslexia (i.e Sebram), basic skills, phonics etc...
3. Use of concrete apparatus such as magnetic letters for spelling, number cubes for maths etc...
4. Different groupings specific to needs and ability- additional adult support to be given depending on subject area.
5. Personalised Curriculum
6. Visual aids such as a visual timetable, word mats etc..
- 7 Use of thinking skills and talking buddies
8. 1:1 Specific intervention programmes such as Speech and Language, phon-ic, maths, precision teaching, pre-teaching.
9. Social stories to support challenging situations
10. Emotion thermometers, feeling books etc....

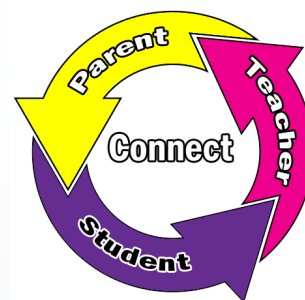
What opportunities will there be for me to discuss my child's progress?

Termly Review meetings

For parents with children at SEN Support on the register you will be invited to a review meeting to discuss your child's progress, targets and levels (Two at your child's parent consultation during the Autumn and Spring term and one other in the Summer Term).

Parent views as well as class teacher views will be heard and the SENDCO can be present if required.

For parents with children who are 'On Alert', class teachers will update you regularly on your child's progress and targets.



Home to school communication books

A home school book may be set up for specific individuals between parents and the class teacher to discuss concerns, targets and achievements for pupils.

Agency feedback from observations or assessments.

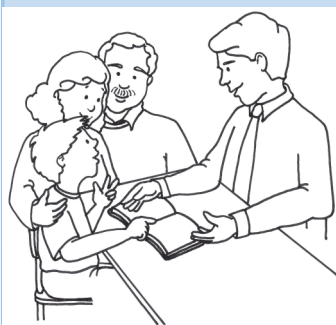
When an agency has observed or assessed your child you are welcome to have a meeting with the agency professional or SENDCO to discuss the outcome and next steps.

Parent/Pupil Consultations

There will always be opportunity to discuss concerns at your child's parent consultation during the Autumn and Spring term or an alternative meeting can be requested and arranged with the class teacher to discuss any concerns you may have.

A meeting can also be arranged with the SENDCO to discuss your child further if concerns arise. This can take place if your child is or is not on the SEN register.

It is advised that concerns are raised with the class teacher first prior to meeting with the SENDCO to ensure the class teacher is aware of your concerns and can offer supportive strategies within the classroom.



An appointment with the SENDCO can be made by speaking to the main school office. They will liaise with the SENDCO a convenient time to meet and ensure a message is then delivered back to you as soon as possible.

How can I support my child further to support them with their targets?

Carry out additional work with them which may be given by the class teacher.

Follow specific agency advice which may be given during a parental meeting.

Attend termly review meetings to discuss your child's progress and share your views or concerns, celebrate successes that your child has in school .

How does the school know how well my child is doing or when my child may need additional support?

There are several ways in which school will monitor attainment and progress of individuals, they include:

- *National Curriculum Progress levels being achieved by the pupil
- *Pre-Key Stage standards for children working below National Curriculum level and are engaged in subject specific study.
- *The Engagement Model for children working below National Curriculum Level and are not engaged in subject specific study.
- *Early Learning goals for children working within Foundation Stage
- *Feedback and reflection within the classroom where targets are monitored half termly.
- *Termly target review meetings

How will my child be included in activities outside of the classroom if they have an SEND or medical need?

All children at Newlyn will feel included and participate in school trips or residential visits despite their need. All needs will be carefully considered and met.

Thorough risk assessments are carried out at all places prior to taking the children. Specific needs will be taken into account when completing the risk assessment to ensure all areas are accessible for the pupil and additional support or adults are available where needed.

Medical forms will be completed prior to a residential to ensure medication can be administered by a member of staff. A first aider is also taken on school trips to ensure medical needs are addressed.

Parents have previously supported school visits to offer further support for their child, this can be discussed with the class teacher.



How accessible is the school for pupils with a disability or SEN need?

We have many facilities within the school to support children with a disability or an SEN need. Information on all specialist equipment and provision that we can offer can be found in the Accessibility Plan and Disability Equality Policy (please refer to these documents on the school's website).



How will the school help to support my child for transition into Secondary school?

Transition visits: Transition visits are set by the secondary schools for pupils to visit. Additional visits are organised by the Secondary School SENDCO and/or the SENDCO at Newlyn during the Summer Term: support staff from Newlyn attend these with the pupils if applicable to support them further. There is excellent liaison with the Secondary Schools.

Agency involvement: Agencies will often come to provide a recent assessment or observation to send to the secondary school so supportive strategies can be in place straight away. They can also offer supportive advice to pupils and parents.

Meetings: The SENDCO and/or the Class teacher will meet with the secondary SENDCOs to discuss individual pupils and transfer paperwork etc....



How will the school prepare and support my child if they are joining the school?

Paperwork will be sent from previous settings informing the SENDCO and class teacher on targets, levels, previous support etc...

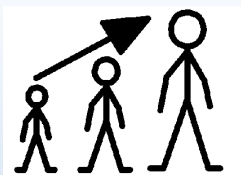
Transition visits are offered for pupils to meet the new class teacher

Visits to be shown around the school are arranged and led by a senior member of the staff team.

Agencies may contact the school or pass on information if they have been involved with your child so that the school is informed of next steps and can

Transition between year groups entails:

-Transition activities planned for the Summer Term-Additional transition visits or arrangements for SEN pupils



-Transition meetings between previous and new staff members occur to pass on key details and information about specific pupils so all staff are informed of specific needs and strategies.

-Target information is passed on to inform the new class teacher of previous targets and to provide a starting point.

-Previous agency reports are given to new teachers from the past year to inform them of recent agency involvement for specific pupils.

-Extensive home/school visits for pre-school/reception children.

- Transition program for new reception children.

- Induction Meeting for new EYFS parents.



Special arrangements in relation to COVID-19.

The government continues to manage the risk of serious illness from the spread of the virus.

Step 4 marked a new phase in the government's response to the pandemic, moving away from stringent restrictions on everyone's day-to-day lives, towards advising people on how to protect themselves and others, alongside targeted interventions to reduce risk. As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education - particularly given that the direct clinical risks to children are extremely low, and every adult has been offered a first vaccine and the opportunity for 2 doses by mid-September.

The priority is to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

We are following the guidelines provided by the government, which can be found below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guid>

Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.

Children will have access to all provisions as listed in SEND Provision section of the SEND information report. These include:

- activities linked to the outcomes on their Education Health Care Plans.
- visual supports such as visual timetables, working memory boards, now and next cards or task cards.
- coloured overlays, ear defenders and sensory boxes.
- technology where appropriate, such as laptops and iPads.
- Access to TIS activities and resources to support emotional well-being, such as social or emotional stories.
- Online provisions, such as spelling shed, Times table Rockstars and SEESAW.
- In class provisions, such as precision teaching, Numicon, Literacy and SALT activities.
- Interventions will take place within bubbles. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- Children will have access to Behaviour Support Plans should they need one.
- SEND support plans will continue to be in place for children on the SEND register and reviews will be conducted via Email or Telephone call.

Special arrangements in relation to COVID-19.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, Newlyn School will ensure:

- Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Daily contact with children via SEESAW and/or a Telephone call (where necessary), to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.



Parents of SEND pupils may continue to require our support at this time and the messaging facility on SEESAW, 'Teachers to Parents', Email and phone calls, allows for private conversations to be had between staff and parents. The SENCO can be reached at mrswood@newlyn.cornwall.sch.uk

Who can I contact at school?

You can liaise with your child's class teacher at the beginning or the end of a day to discuss your child. If they are unable to speak at that particular moment a convenient meeting time will be arranged to discuss your child further.

Please speak in person to the main school office or alternatively telephone the office on 01736 363 509 to speak to or make an appointment with any of the following people:

Your child's Class Teacher

Julie Wood- SENDCO

Rob Argall—Deputy Head of School

Isabel Stephens- Head of School

Email details, for the main school office, can also be found on our school website

Please visit our school website www.newlynschool.co.uk.

How can I access support for myself and my family?

There are many services and organisations which can offer support and advice in relation to many needs which may arise. Some useful contacts are listed below:

- **The Autism Spectrum Team - Cornwall Council** - www.cornwall.gov.uk/education-and-learning/.../autism-spectrum-team/ **Tel:** 0300 1234 101
Website <http://www.cornwall.gov.uk/default.aspx?page=29324>
- **Child and Adolescent Mental Health Services (CAMHS)** - Who to contact: Telephone 01872 221400 **Email** cpn-tr.ChildrensCMC@nhs.net
- **CLEAR** - Children Linked to and Experiencing Abusive Relationships, contact: **Name** Simon Carpenter **Position** CEO/Lead counsellor **Telephone** 01872 540366/ 07542 532001 **Email** info@clearsupport.net **Website** <http://www.clearsupport.net>
- Cornwall Dyslexia Association | Help & Advice for Dyslexic ...www.cornwalldyslexia.org.uk
- Dyslexia - Cornwall Council - <https://www.cornwall.gov.uk/education-and-learning/.../dyslexia/>
- **Cornwall Special Educational Needs Disability Information and Advice Support Service** <http://www.cornwallsendiass.org.uk> A friendly and dedicated team that can provide information, advice, support and training for young people and parents and carers of children with special educational needs and / or disabilities (age 0-25). The service is confidential, independent, impartial and free.
- **Cornwall & Isles of Scilly Family Information Service Directory**—<http://www.cornwallfisdirectory.org.uk/>
- Family Action - Telephone 020 7254 6251 **Website:** <http://www.family-action.org.uk>
- **Family Fund | Helping disabled children** - www.familyfund.org.uk
- **Parenting and Family Support - Family Lives (Parentline Plus)** www.familylives.org.uk - helpline 0808 800 2222
- Penhaligon Friends: <http://www.penhaligonsfriends.org.uk/> - Ground floor, Trecarrel, Drump Road, Redruth TR15 1LU TEL: 01209 210624
- RELATE - relatecornwall.org



Our aim is for your child to become an enthusiastic learner ... for life. We achieve this by our child centred approach through a happy, secure, caring and ordered environment. This enables the individuality and uniqueness of your child to shine through.