CORNWALL EDUCATION LEARNING TRUST

Executive Headteacher: Mr Stewart Gynn

Head of School and SENDCo:
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Luxulyan School
Luxulyan
Bodmin, Cornwall
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LUXULYAN SCHOOL

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

At Luxulyan School we lay the foundations of our future success and happiness by:

- Providing a safe, secure and welcoming environment.
- Making learning enjoyable.
- Recognising that mistakes can help us learn.
- Nurturing individual skills and talents through a broad and balanced curriculum.
- Demonstrating high standards and aspirations.
- Respecting everyone as an individual.
- Promoting a high level of self-esteem and independence.
- Taking pride in, and responsibility for, our community and the wider world.



Grow * Learn * Enjoy * Excel

Luxulyan CP Primary School – School Offer 2020/21

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
Universal Provision (Class) ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Increased visual aids/modelling ○ Visual timetables ○ Use of symbols ○ ICT programmes to support language ○ Small world play and role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Assemblies with appropriate signs and visual aids used ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities	**Universal Provision (Class)** ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ Differentiated output or outcome e.g. use of ICT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Cooking ○ Illustrated dictionaries ○ Use of writing frames ○ Ensuring appropriate reading material available from other year groups ○ Weekly spelling lists (phonics led) ○ Multi-sensory phonics approach e.g. Read Write Inc. (RWI)	**Universal Provision (Class)** ○ Flexible seating arrangements ○ Handwriting/fine motor control programme ○ Specialist resources – pencil grips, triangular pencils ○ Multi-sensory equipment ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Brain gym exercises ○ Sand and water play ○ Provision of left handed equipment ○ Written signs for class labels in classes ○ Daily Wake and Shake	**Universal Provision (Class)** ○ Whole school behaviour policy ○ BRIGHT Rules ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward systems – Golden Time/ House team points. ○ Consistent and progressive sanction system for when rules broken ○ School Council ○ Teaching listening through circle time games. ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ PSHE / SEAL curriculum weekly focus on social, emotional aspects of learning ○ Playground friends and buddies available ○ VAK – variety of teaching styles used to suit pupils ○ Visual timetables ○ Use of symbols ○ Use of first hand experiences to stimulate learning

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
Additional and Targeted Provision (Group) ○ Speech and Language support groups.	**Additional and Targeted Provision (Group)** ○ In-class TA support for English ○ In-class TA support for Maths ○ Visual/auditory perception group activities ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Group use of ICT programmes ○ Small group of support for literacy outside class e.g. RWI, Fresh Start ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats	**Additional and Targeted Provision (Group)** ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Wake and Shake ○ TA support in PE/dance/games ○ Differentiated PE resources – spider balls, balloon balls etc. ○ Sports events – additional preparation ○ Handwriting scheme (e.g. Write from the start)	**Additional and Targeted Provision (Group)** ○ Alternative lunch-time provision

Luxulyan CP Primary School – School Offer 2020/21

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
Specialist Provision (Individual) ○ Individual Speech therapy programmes – delivered by Speech therapist or TA ○ Individual visual timetables / schedule ○ Individual ICT programmes ○ Work station for part of day ○ Individual transition programme ○ Social stories ○ Outside agency advice ○ Individual risk assessments	**Specialist Provision (Individual)** ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Individual speech programmes ○ Use of individual ICT programmes targeting learning e.g. word/number shark, Nessy etc.) ○ One to one support for literacy outside class e.g. RWI, Fresh Start ○ One to one support for maths outside class e.g. Precision teaching ○ List of current and future topic words ○ TA support daily with personal targets ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Efficient word processing	**Specialist Provision (Individual)** ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc. ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Seating arrangements (r-handed, l-handed etc.) ○ Handwriting ○ Physio exercises ○ Classroom access ○ Chewy toys (chewellery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket)	**Specialist Provision (Individual)** ○ Individual reward/sanction systems ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Anger Management ○ Counselling from outside agency – referral made ○ Input from behaviour support team ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ weekly feedback to parents face-to-face ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ Internal seclusion ○ Planned used of physical positive handling ○ CAMHS involvement and referral

At Luxulyan School this is how we:

- **Assess and review our children's progress towards outcomes.**

  Teachers assess and record children's progress every term. This information is shared at pupil progress meetings with the Senior Leadership Team. The SENDCo tracks the progress and attainment of children with SEND and this information is shared with the governors. Individual Education Plan (IEP) objectives are set with parents and reviewed termly at parents meetings, annual reviews or Team Around the Child (TAC) meetings.

- **Evaluate the effectiveness of our provision for children with SEND**

  The effectiveness of provision is measured in a range of ways. Data is collected from the class teachers about progression in reading, writing and numeracy. Individual Intervention programmes have their own assessments that are carried out to track the children's progress. The SENDCo has provision maps for each class that map the provision for each child. These are reviewed each term.

- **Handle complaints about the school**

  Should anyone be unhappy with any aspect of the school then it is important that the school learns about this. In the first instance we would very much encourage parents to talk to their child's class teacher. Any continuing concerns will be passed on to the SENDCo (also Head of School) or the Executive Headteacher, who would meet with the parent. If there are still concerns that cannot be resolved then parents would be given a copy of the school's complaints procedure so that they can write a formal complaint to the Complaints Officer. For further information see the Complaints Policy which is available on the school website.

Answers to Frequently asked Questions

1. How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

If you are concerned about your child's progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo – Mrs Le-Doux-Lucas.
All children at Luxulyan School are closely monitored and teachers will discuss any concerns that they may have with parents at the earliest opportunity. Children's levels of academic attainment are closely tracked and monitored. This information is then used to identify any children that are in need of additional support. Teachers will initially discuss any concerns that they may have with parents. The school operates a graduated approach following the guidance within the SEN code of practice. If concerns are raised about a child then they will be added to the 'On Alert' group of children. This group of children are closely monitored by the class teacher. If the child remains a concern and insufficient progress is made then the child will move to 'SEND support' and will be placed on the school Record of Need (RON). Assessments to identify particular needs may then be undertaken. If the child still makes insufficient progress then the SENDCo may make a referral to external agencies for further support such as; Speech and Language, Educational Psychologist, Occupational Therapy, etc. Reports and advice from these professionals will help to direct support in school and at home. If the child is still having difficulties at this stage and is not making expected progress it may be appropriate to apply for an 'Education, Health and Care Plan' (EHCP). This plan is developed from the advice of external professionals; objectives and provision are listed to ensure that the child has the most effective medical, educational and communicative support to achieve success. Some children may transfer to us with identified needs. The child's previous school will forward any information on assessment and provision for the child so that we can ensure that we continue to support the child within our setting.

2. Who is responsible for the progress and success of my child in school?
The school governors are responsible for the progress and attainment of all the children although they delegate this responsibility to the head teacher. They receive collated and anonymised data about the progress of groups of children and hold the Head of School / Executive Head teacher to account for how good this is, in comparison to nationally similar groups of children.
3. How will the curriculum be matched to my child's needs?
Our curriculum is based on the National Curriculum. Detailed plans are produced for each subject which ensure that the curriculum is taught in a meaningful and purposeful way. Wherever possible we endeavour to make links between subjects enable the pupils to make links in their learning. Lessons are differentiated to cater for all abilities and learning styles within the class. Where needed, staff will follow advice from professionals and as needed may build in; motor skills programmes, heavy work, sensory diets, Picture Exchange Communication systems (PECs), Speech and Language, etc.
4. How will school staff support my child?

It is the responsibility of the class teacher to plan for all the children in his/her class and he/she is also responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups, partners or work independently. Some children may be taught with more individualised support from a teaching assistant. Some teaching assistants are specifically trained to deliver particular intervention programmes.

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

Targets for all children are sent home three times a year, your child will receive a school report annually and there are parents' evenings and opportunities to meet the teachers during the year. You are also free to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

6. What support will there be for my child's overall wellbeing?

It is important that children feel happy and emotionally well. We firmly believe that this then enables each child to achieve to their full potential. We deliver Personal, Social and Health Education (PSHE) lessons throughout the school and there are interventions available for children who require individual support.

Our staff support individual medical needs and are trained, where required in the administration of medicine. All personal care needs are met by staff and Intimate Care Plans are agreed with parents. Children with additional medical needs may also require a Care Plan which will be agreed by parents and the school nursing service.

7. How do I know that my child is safe in school?

Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. We have a number of members of staff who are trained in first aid – please ensure that the office is made aware of any health needs that your child has. There is also secure access to the school.

8. What specialist services and expertise are available at or accessed by your school?

The school is able to access a range of specialist services including:

The Educational Psychology Team (EP), The Autism Spectrum Team, Speech and Language Therapists (SALT), Occupational Therapist (OT), the School Nursing team, the Child and Adult Mental Health Service (CAMHS), Early Support, and specialist Teachers of the Deaf/Visually impaired.

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

As Luxulyan is a fully inclusive school all children participate in whole school, curriculum and off site activities. The extent to which each child participates and levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. All trips are risk assessed and children with special educational needs and/or disabilities will have personalised risk assessments as required.

10. How accessible is the school environment?

There is easy access to the school as all rooms are on one level including the library and there is a disabled toilet.

11. How will school prepare and support my child through the transition from key stage to key stage and beyond?

If your child has a statement of special educational needs or an Education, Health and Care plan then this will be discussed at their annual review. Class teachers and support staff meet at the end of each year to plan the transition. Some children may be given extra visits to their new class, mentoring sessions from our learning mentor or a transition book to look at over the summer. Children with additional needs who are transferring to secondary school will be given an extra transition day at their secondary school.

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

Pupil progress meetings are held each term (three times a year). The progress of all children is discussed in these meetings and if any additional support is needed then it will be discussed at these meetings. You will be kept informed of any additional support that your child receives. You will be kept up to date with your child's progress through twice yearly reports and parents' evenings.

13. Who can I contact for further information?

The school's SENDCo – Mrs Le-Doux-Lucas

14. What should I do if I feel that the Local Offer is not being delivered or is not meeting your child's needs?

Please feel free to talk to Mrs Le-Doux-Lucas or Mr Stewart Gynn if you have any concerns.

15. How is your local offer reviewed?

The school offer will be reviewed at least once a year with consultation from children, parents and school staff.