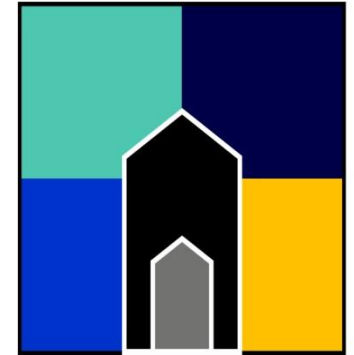




An Daras
Multi Academy Trust



St Stephens Community Academy

Special Educational Needs and Disabilities Local Offer

Offer approved by Local Governing Advisory Body: **January 2018**

Offer Next Review: **January 2019**



An Daras Multi Academy Trust



St Stephens Community Academy

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

Our local offer details the provision that we provide within the Academy and the services that we access in order to make the best endeavours to meet the needs of all children within the school, including those with additional needs and disabilities. This offer links with St Stephens Community Academy Improvement Plan and the Pupil Premium Improvement plan. It details the provision offered by the Academy, links to the performance management of all staff and ensures that the Academy Budget shows value for money. This plan details the provision we have in place to ensure that your child is included in the school's long-term aim, to be in the top 10% of schools Nationally. All staff and the Governors are involved in monitoring and evaluating the provision provided annually and are responsible collectively for the successful implementation of the offer to ensure success and achievement for all pupils including those with additional needs and disability. The plan links directly to our Special Educational Needs, Equality and Diversity and Pupil Premium Policies and encompasses the vision provided within these policies. The offer is monitored closely through evaluation on a regular basis by all involved. All staff are provided with relevant and appropriate training in order to ensure that they are taking their best endeavours to ensure that the offer detailed is being met at all times.

Link to SEN Information Report:
St Stephens Community Academy
website in policies section

Link to Special Educational Needs Policy:
St Stephens Community Academy
website in policies section

Link to Access to Education for Pupils
with Medical Needs Policy:
St Stephens Community Academy
website in policies section

Link to Equality and Diversity Policy:
St Stephens Community Academy
website in policies section

Link to Accessibility Plan:
St Stephens Community Academy
website in policies section

Link to Inclusion Policy:
St Stephens Community Academy
website in policies section

Link to Pupil Premium Policy:
St Stephens Community Academy
website in PPG section

Link to Spiritual, Moral, Social & Cultural Policy:
St Stephens Community Academy website in
policies section

Name and contact details of the Special Educational Needs and Disabilities and Inclusion Coordinator:




Mrs Debbie Bartlett - St Stephens Community Academy.

Local Offer V5 2018




The levels of support and provision offered by St Stephens Community Academy






1. Listening to and responding to children and young people

| <p>Whole school approaches The universal offer to all children and YP.</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
|---|---|---|
| <ul style="list-style-type: none"> • The views and opinions of all our pupils is actively sought and highly valued • Student voice is represented across all year groups and influences all our decision making regarding: learning, indoor and outdoor environments, rewards, outdoor learning, events and activities • Student voice is actively sought through: school and class councils, focus groups, UNICEF council, pupil conferencing and questionnaires • Positive behaviour approach principles underpin our approach to working successfully and being in relationship with all children in our school • Pupils from each class are represented on the Pupil Forum (School Council) • Pupil Forum views and opinions gained during the interview process for all appointments | <ul style="list-style-type: none"> • SEND is represented at SLT level • Pupils with SEND are included in all consultation groups • Where appropriate, additional provision will be arranged in response to: Half termly tracking/school data Pupil premium Questioning Target group questioning Adult observations. • Where necessary, the views of some of our pupils will be considered at PSP and/or through a pastoral care plan. | <ul style="list-style-type: none"> • Individual support will be dependent on age and need. We make best endeavours to take into account the views of individual children and parents • All individual support will be carefully planned for with the aim of developing independent learning skills and/or self-help skills • Our pupil's views are an integral part of Early Support/TAC meetings and SEN Reviews • Our pupils are supported through individual needs centred planning, target and outcome setting • Alternative curriculum planning for pupils in need of this provision • Access to / from the ARB as required to meet the individual needs of pupils |

2. Partnership with parents and carers




| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
|--|---|---|
| <ul style="list-style-type: none"> • The school makes best endeavours to work in partnership with all parents and carers • The parents/carers are invited to attend parent/carer evenings • A yearly questionnaire takes account of parental views about the school • Parent/carers know exactly who to contact if they have any concerns • The virtual learning environment, and/or website enables parents/carers to understand what their child is learning • Parents and carers are informed about the progress of their children through: <ul style="list-style-type: none"> Tracking shared termly in consultation days End of Year reports • Parents/carers are invited to open sessions within the school: sharing assemblies for their child; work sharing events; sports days; class trips etc. • Positive behaviour principles underpin our approach to working successfully and being in relationship with all parents / carers | <ul style="list-style-type: none"> • Where appropriate, parents/carers may be invited to attend extra-curricular clubs and activities • Parents/Carers are encouraged to attend information sessions to support their young person at home regarding: <ul style="list-style-type: none"> Parenting skills Literacy Numeracy skills Independent homework Skills to support with work at home Family services • SEND & Inclusion Co-ordinator and members of the Pastoral Team are identified to support parents • Parents are able to contact school at any time about concerns. • Referrals to a range of available family services are made through our PSA or Pastoral Team members | <ul style="list-style-type: none"> • The views and opinions of Parents/Carers are actively sought through Early Support/TAC and SEN review meetings. • Advocacy is available to ensure the Parents/Carers are fully able to communicate their views and opinions. • All documentation is presented in a format that is accessible to individual parents • Translated versions of letters etc are available upon request • Where appropriate, Parents/Carers are encouraged to join in with school trips or activities • Parents are encouraged to engage in 1:1 reading and support with home school activities • Parents can access 1:1 or small group support to ensure they have the skills to fully support their child in developing their reading skills at home |

3. The curriculum

| <p>Whole school approaches. The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
|--|---|--|
| <ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all our pupils and teacher planning reflects this • All our pupils, regardless of their ability and/or additional needs have full access to the curriculum • Assessments (including dyslexia testing / cognitive ability tests etc.) are used to identify students who need specific interventions • English, Maths, Pastoral Support, Speech and Language intervention programmes are available and our pupils access to them is based on our current and robust tracking system • Regular enrichments events for all year groups throughout the academic year to support class topics / themes • Residential experiences offered for Key Stage 2 pupils | <ul style="list-style-type: none"> • Intervention packages are bespoke, and needs led • The progress of students taking part in intervention groups is measured on a regular basis • The intervention packages are adapted in light of student progress • Small group intervention includes: <ul style="list-style-type: none"> Response to marking Times Tables challenge groups Developing writing Skills Developing Comprehension Skills Handwriting (fine motor skills) Motor Skills (Fun Fit) Numeracy Catch-Up / Numicon Speech and Language Groups Social skills Groups 1:1 Talk Time Memory Games Access to Lunch and Break Time Clubs | <ul style="list-style-type: none"> • Pupils are supported in following their interests and activities regardless of their SEN and/or disabilities • Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate • In exceptional circumstances pupils can be dis-applied from some subjects. This must be agreed by all involved. • Our pupils are supported through individual needs centred planning, target and outcome setting • 1:1 speech & Language sessions following a Care Plan devised by the Speech Therapist |

4. Teaching and learning






| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
|--|---|---|
| <ul style="list-style-type: none"> • Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school • Staff are aware that every interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing • Staff are aware of the importance of noticing children and being aware of their emotional state • The whole school uses a 'dyslexia friendly' and fully inclusive approach to all teaching and learning, where differentiated teaching; tasks and resources support our pupils in achieving desired outcomes to ensure progress • Pastoral Team are available to support pupils as needed throughout the day • The lessons are carefully planned to include clear stages and regular progress checks throughout the lesson to ensure all our children are on task and are being challenged • Different level groupings are identified for each class and our pupils are made aware | <ul style="list-style-type: none"> • All staff are trained to and are encouraged to support the emotional wellbeing and health of pupils • Class teachers and Learning Support Partner share information and lesson plans to ensure that students with SEND have targeted support, provision and access to quality resources to support independent learning • Learning Support Partner/Class Teachers work with small groups to: <ul style="list-style-type: none"> Ensure understanding Facilitate learning Foster independence Keep students on task Assess progress Inform future planning • Pupils are supported in the classroom by their teacher or LSA and also to have opportunities to work independently • Independent pupil learning is supported by the use of technology for example: <ul style="list-style-type: none"> Computers Talking tins iPads | <ul style="list-style-type: none"> • Support from the Pastoral Team to meet the emotional needs of individual children • Personalised, highly differentiated and well-resourced work tasks enable all our pupils to access or work towards independent learning • 1:1 support is in place for students who need more intensive support and include specialised support for those who may have: <ul style="list-style-type: none"> Physical disability Sensory need Speech and language difficulty Autism Severe literacy difficulties Severe Numeracy difficulties Global learning delay Severe Social, Emotional & Behavioural needs • Our ARB is accessed for professional advice and support for mainstream children with severe: physical disabilities; learning difficulties; sensory and/or communication disorders • We actively engage with our ADMAT |

that at least some of the time they will be seated in ability groups

- Learning objectives are displayed and discussed using “we are learning to ...”
- Differentiated success criteria are displayed and included on planning
- Our pupils work is regularly marked in tickled pink (showing success) and green for growth (showing targets)
- Our pupils receive regular feedback, both verbally and in writing about their achievements and next steps in their work.
- We strive to ensure that all our pupils know their ‘next step’ skill target in English and Maths and understand how to evidence it in their work.
- Targets are reviewed regularly, and children are taught how to monitor and evaluate their work and the work of others
- Our pupils have access to work that shows how their ‘next step’ skill looks in writing and in math
- Working walls are used in every classroom and are easily accessed by our pupils.
- Stuck Pits are used to support pupils to become more independent with their learning, when they meet a problem

schools, other educational sites and a range of professional services to ensure we can provide the most appropriate support for our pupils and their families.

5. Self-help skills and independence

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
|--|--|---|
| <ul style="list-style-type: none"> In the classroom, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult for help. These include: <ul style="list-style-type: none"> Peer to peer support Sourcing classroom resources Selecting and using a range of appropriate tools Developing thinking and problem-solving skills Resources are available in all classrooms and equipment can be easily accessed by all to aid independence. These include: <ul style="list-style-type: none"> Word/sound mats Hundred squares/number lines Maths resources Talk tins Coloured overlays where appropriate Pencil grips where appropriate Word Banks Toolkits Target books Visual timetables are on display in class- | <ul style="list-style-type: none"> Where Learning Support Assistants are in the classroom they facilitate independence Our pupils have personalised equipment to help them to learn, such as talking tins, overlays and timers Our pupils have access to the following if appropriate: <ul style="list-style-type: none"> Differentiated resources Visual timetables Personalised task cards Prompt cards Time out systems Visuals | <ul style="list-style-type: none"> Where appropriate, Learning Support Partners who work 1:1 with our pupils encouraging them to be very specific about what they need help with and what they have already done to find help themselves. We encourage the use of: <ul style="list-style-type: none"> Peer to peer support Learning areas Specialised resources Self-checking Use of highly differentiated toolkits etc. We will ensure that our pupils who require a high amount of 1:1 support will have that support delivered by a number of different adults throughout the day/week. This will ensure our pupils build resilience and self-coping strategies to enable them to cope when and if a key LSA or their teacher is absent A range of personalised resources will be available to support our pupils, such as: <ul style="list-style-type: none"> Personalised visual timetables Now and next planning boards Task cards |

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| rooms to aid independence <ul style="list-style-type: none"> • All KS2 children have access to a regular homework club where help and access to a computer is guaranteed • All children have access to our Whole School Positive Behaviour System and staff are trained in and implement de-escalation strategies throughout the school. • Residential trips in Year 3, 4, 5 and 6 challenges and encourage the development of age-appropriate self-help skills • Adults are aware that children who are emotionally healthy are more able to develop self-help skills and independence | | Communication Prompts / visuals Individual work stations (in and out of class, if appropriate) Individual behaviour support plans Health care plans Intimate Care Plans Risk assessments Learning Passports / Provision Maps Sensory Diet Access to the ARB Personalised integration plans Tools, furniture adapted to need |
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6. Health, wellbeing and emotional support






| Whole school approaches The universal offer to all children and YP | Additional, targeted support and provision | Specialist, individualised support and provision |
|---|--|--|
| | | |
| <ul style="list-style-type: none"> • Staff are aware that children who are emotionally healthy are more likely to be happy and achieve well at school • Staff are aware of the importance of noticing children and being aware of their emotional state | <ul style="list-style-type: none"> • All staff are trained to and are encouraged to support the emotional wellbeing and health of our children • Pastoral Team are available throughout the school day to support pupils who need additional support in / out of the | <ul style="list-style-type: none"> • Individual screening will be used to assess the emotional needs of individual pupils • Early support/TAC meetings and SEND reviews are supported by a range of agencies and professionals • Additional support for our pupils can be |

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| <ul style="list-style-type: none"> • Staff are aware that every interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing • R-Time principals are embedded in all teaching and learning provision • The SENDCo co-ordinates provision for students with wellbeing, emotional, physical and mental health needs • Pastoral Team are available throughout the school day to support pupils who need additional support in / out of the classroom • The Behaviour Leader is available to support pupils to self-regulate and manage their needs • Peer mentors/buddies/playground pals are trained to support fellow students • Bereavement counselling is available if appropriate • Risk assessments are updated regularly • Residential trips in Year 3, 4, 5 & 6 challenge & encourage the development of health, lifestyles, wellbeing & emotional resilience | <p>classroom as needed</p> <ul style="list-style-type: none"> • Our pupils can access a range of targeted, time-limited and monitored groups to address: <ul style="list-style-type: none"> Self esteem Social skills Circle of Friends Life skills Anger management 1:1 Talk Time • Pupils are encouraged to attend after school clubs; inter and intra-school competitions and activities to develop resilience and emotional well being • Workshops/programmes are sometimes commissioned surrounding sport, extra-curricular and creative activity • Risk assessments are carried out for all activities • Where appropriate, our pupils are supported through Positive Support Plans and access to our Parent Support Advisor • Small group ELSA Support (Emotional Literacy Support Assistants) - supporting pupils whose learning is negatively affected by emotional difficulties. | <p>requested by or through:</p> <p>CAMHS Social Care Speech and Language Therapist Educational Psychologist Autism Spectrum Team Occupational Health Services Physiotherapy Services School Nursing / specialist nurses Visual Support Services Hearing Support Services</p> <ul style="list-style-type: none"> • Individualised support is provided for pupils who begin to display signs of disaffection • Pupils with specific medical conditions have individual health care plans which are shared with all staff • Access to counselling services • Access to Penhaligon's Friends for bereavement support • 1:1 ELSA Support (Emotional Literacy Support Assistants) - supporting pupils whose learning is negatively affected by emotional difficulties. |
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7. Social interaction opportunities




| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • Staff are aware that every social interaction they have with a child is an opportunity to support and develop a child's emotional wellbeing • All students have opportunities for social interaction, regardless of need • All students belong to an age-related class • All students are invited on trips and visits regardless of ability or disability. • Residential trips in Year 3, 4, 5 and 6 challenges and encourage the development of age-appropriate social skills | <ul style="list-style-type: none"> • All staff are trained to and are encouraged to support the social interaction of students • Paired reading with a link class is used to encourage sharing a book with a peer in a mutually supportive session • Peer mentors / buddies for targeted children | <ul style="list-style-type: none"> • Individual screening will be used to assess the social and emotional needs of individual children and shared with all adults in the classroom. • Learning mentors or LSAs use social stories with individual students to manage difficult situations or changes e.g. enrichment visits • Older students are used to support and "buddy" younger students with SEND where appropriate |

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

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
|---|--|--|
| <ul style="list-style-type: none"> • Staff are aware of how the school environment can be used/adapted to suit the emotional and learning needs of children in their class. They recognise that each cohort is different and organise their class environment to reflect this • All areas of the school are accessible to everyone including those students with SEND • All areas of the school have wheelchair accessible classes • Pupils feel safe and in an environment where bullying is minimal and dealt with effectively • There is a named child protection officer, designated safeguarding officer (and deputies) and a named 'Child in Care teacher' in school • All areas of the school are uplifting, positive and support learning • Teachers focus on rewarding good behaviour to promote a positive learning environment The rewards and sanctions system is robust and displayed around the school • Step edges are painted yellow with non-slip paint for visually impaired pupils / parents | <ul style="list-style-type: none"> • Disabled toilets are available in the ARB, Key Stage 1 & 2 • Chairs and tables of different heights are available • There are named adults who are Team Teach trained around the school with a rolling programme of training by the ADMAT trainers to ensure that all adults are able to use the de-escalation techniques to promote positive handling. • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during unstructured times. | <ul style="list-style-type: none"> • Staff trained to ensure that the emotional wellbeing of individual children is always being considered. • Specialist equipment in practical lessons enable disabled students to be as independent as possible • Classrooms/halls/corridors are made accessible for young people with sensory needs • A changing bed is available for pupils as required in the ARB • Access to the ARB sensory room is available for timetables sessions as required |

9. Transition from year to year and setting to setting



| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
|--|--|---|
| <ul style="list-style-type: none"> • There are robust procedures in place to support all our pupils through their key transition phases • Primary children visit Launceston College regularly for specific events, especially Yr6 • Secondary staff visit Year 6 prior to transition • Taster days for pupils in Year 6 and two induction days for Year 6 students are arranged at their designated secondary placement • Secondary placements invite specific students to attend summer school • Transition sessions are arranged for children in each year group to experience their new class and meet their new class teacher • Pre-school pupils are invited into our Foundation class for a range of transition days with and without parents before starting at school | <ul style="list-style-type: none"> • Buddy or Peer systems are in place for students who are particularly vulnerable at transition • Pupils who are identified as possibly struggling with transition have additional visits in small groups as required • A key worker is in place for SEND pupils • A transition passport is put together • Communication with the transition school is robust • Adults are aware of the emotional trauma some children experience when moving on to a new class / setting / teacher/ LSA etc. Positive support principals are used to prepare and support children for change | <ul style="list-style-type: none"> • The Secondary Pupil Support Partner attends Year 5 and 6 annual reviews where appropriate • At times a pupil may require a key worker at their secondary school who will support transition visits during Yr6 • Our pupils have a structured and gradual transition package from setting to setting and from year to year. This ensures that they are familiar with routines; key members of staff; running of the school day, environment; geography of the school and transport arrangements • Our pupils with SEND have extra visits to college in Year 6. • Where necessary, our pupils will be supported by a TAC / Early support plan to ensure transition planning is robust and meets the needs of the individual • Pastoral Team members will support individual pupils through transition phases |

Services and organisations that we work with:



| Service/organisation | What they do in brief | Contact details |
|---|--|---|
| Speech and Language Therapy | Assess and monitor speech and language problems | Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400 |
| Child and Adolescent Mental Health Service (CAMHS) | Support with children showing signs of mental health or significant social difficulties | Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400 |
| School Nurse | Support with medical difficulties | Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400 |
| Social Care | Support for families struggling with care aspects regarding their children | Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400 |
| Family support | Support for families regarding issues within the home which don't relate to care concerns | Children's care management centre. Childrens.services@cornwall.nhs.uk 01872221400 |
| Educational Psychology Service | Support, observation and assessment of children with concerning academic or social progress at school. | Through the school |
| Autism Spectrum Team | Support for children with a diagnosis on the autism spectrum | Katy Gilbert 01872 323022 |
| Spectrum Autism support Centre | Autism resource and information centre | 01872 278378 |
| Multi-agency professionals: Physiotherapist, Occupational Therapist, Speech and Language Therapist (SaLT), Dietician, Learning disability nurses, Continence nurse | Work in conjunction with the school to provide health care plans; these will include moving and handling therapy plans (leading to informed moving and handling passports), feeding plans, toileting plans, sensory integration plans, communication plans | Through the school |

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| | including the production of communication passports | |
| Parent Carer Council Cornwall | The PCC are parents of children and young people under the age of 25; their aim is to meet regularly to provide a united voice by creating a forum for parent/carer views. The PCC works alongside Health therapy, Education and Social Care services. | www.parentcarercouncilcornwall.org.uk 07973763332 07591019548 |
| St Stephens School Association (PTFA) | St Stephens PTFA is a registered charity and run by trustees. They are parents, teachers and friend's association which allow them to involve the wider community in what we do. They meet on a regular basis planning fund-raising events to help strengthen the school's community. Through such events they are able to purchase additional resources for the school. Please see the school website for further details: http://www.ststephenscornwall.co.uk/about-us/ptfa | St Stephens PTFA chair and secretary can be contacted via the school telephone or school email |

Answers to Frequently Asked Questions

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

Close tracking and monitoring against National Curriculum age related expectations

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

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

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

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

4. How will school staff support my child?



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

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

By meeting your child's class teacher regularly and attending open school opportunities

6. What specialist services / SEND training and expertise are available at or accessed by your school?

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

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

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

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

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

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

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

10. Who can I contact for further information?

There is a great deal of advice on the Family Information Service website regarding additional needs

<http://cornwall.childrensservicedirectory.org.uk> Alternatively please speak to your child's class teacher for signposting to additional services.