







The levels of support and provision offered by Whitstone Community Primary School




- Pupil Voice - Listening to and responding to children and young people** (i.e. arrangements for consulting pupils with SEND and involving them in their education).

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The views and opinions of all pupils are valued and positive relationships with staff are well developed.</p> <p>Children’s achievements both in and out of school are celebrated and shared through assemblies, displays and social media.</p> <p>Safeguarding and SEND concerns are discussed sensitively and appropriately at the earliest opportunity, following the correct guidelines.</p> <p>Pupil voice is heard through pupil questionnaires and surveys which allow children to express their views about school and comment upon the school; general pupil conferencing which engages the children in discussion about the school, what it does well and what it could do better.</p>	<p>Pupils with SEND are encouraged to be involved with any feedback and/or conferencing groups.</p> <p>Pupils with SEND have individual pupil conferencing, which is an opportunity to express views and review the effectiveness of learning.</p> <p>Additional provision is developed in light of student voice where appropriate.</p>	<p>Individual support is responsive to the views of the pupils.</p> <p>Modification of language to ensure access</p> <p>Pupils’ views are an integral part of TAC meetings and SEND reviews including Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)</p> <p>Support staff are always available to advise and help children.</p>




2. **Partnership with parents and carers** (to include arrangements for consulting parents of pupils with SEND and involving them in their child's education).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>We build communication with parents through regular events that parents are invited to – sports days, class and whole school productions, visits and events where parents are invited to help.</p> <p>The school works in partnership with all parents and carers and we encourage parents to make contact for a telephone or face to face appointment to discuss any concerns with their child's teacher at the earliest opportunity.</p> <p>Parent/carer meetings are held in the Autumn term. Sessions are also held during the Spring and an optional Summer term. Additional information sessions are held during the school year about the curriculum, supporting children's learning at home and extra-curricular activities e.g. school trips.</p> <p>School reports are shared during the Summer term and parents/carers are invited to comment on these.</p> <p>Parents' views are gathered through 'Parent Voice' questionnaires and surveys.</p> <p>Newsletters, social media, the school website and text messages keep parents and carers informed about what children are learning, school events and dates and other key information.</p>	<p>The head teacher, class teachers and SENDCo are happy to arrange appointments to update parents and listen to parental concerns.</p> <p>We use a range of methods of feedback to ensure that parents are given opportunities to discuss concerns, even if they are unable to come into school – telephone and email conferencing.</p> <p>We provide support to allow parents to learn how to support their children in learning.</p>	<p>Parent/carers are supported in attending and are actively involved in all meetings where appropriate. Parent/carer's views are an integral part of TAC meetings and SEND reviews.</p> <p>All documentation can be presented in a format that is accessible to individual parents' needs.</p> <p>Parents / Carers may communicate with their child's teacher and / TA through the use of a home-school book where appropriate.</p> <p>There is an ongoing system of referral to outside agencies such as the Early Help Hub, SEN Support Services and CAMHs.</p> <p>The SENDCo liaises with other agencies, ensuring parents are involved in this process and have any additional support and information they need.</p>




3. **The curriculum** (to include reference to the school's broad and balanced curriculum and details of how adaptations are made the curriculum and learning environment for pupils with SEND).

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Our children follow a broad and balanced curriculum that is well sequenced to ensure children's experiences build on prior learning.</p> <p>The curriculum is designed to ensure the inclusion of all pupils regardless of their ability and/or additional needs. All pupils have full access to the curriculum, educational visits and extra-curricular and/or enrichment activities.</p> <p>All children have access to resources to support their learning and teacher's use high quality teaching as the first step in supporting all learners to make good progress.</p> <p>Modelling, writing frames, learning walls and independent learning strategies are shared. Visual timetables support pupils to know what is coming next during the day.</p> <p>All children have either a morning and/or afternoon 'active break' as an addition to their timetabled break and lunch time.</p> <p>Pupil progress is monitored termly including setting of individualised targets in core text subjects to ensure progress.</p> <p>Additional assessments (e.g. dyslexia screening) are used to identify students who may need additional interventions.</p> <p>Strategies and interventions are in place to support literacy and numeracy.</p>	<p>When a group of children are identified as requiring additional support in specific areas, the impact of any intervention is closely monitored by class teachers and subject leaders. Following review, support may be continued, adapted, or discontinued as appropriate.</p> <p>Intervention support may be delivered in a small group or 1:1, by a teacher or TA.</p> <p>These interventions are closely linked with the curriculum and are delivered in such a way as to ensure pupils still access a broad and balanced curriculum offer.</p> <p>Previous interventions at Whitstone CP have included:</p> <ul style="list-style-type: none"> - FreshStart RWI Catch-up phonics. - Lightning Squad: reading fluency tutoring. - Nessy: Dyslexia support software. 	<p>Whitstone CP responds to the individual learning needs of the children to ensure that the curriculum is accessible for all.</p> <p>For some pupils, this may mean 1:1 support or alternatively creating resources to enable the child to become a more independent learner or accessing a bespoke timetable to support their individual needs.</p> <p>In exceptional circumstances pupils can be disapplied from some subjects or assessments.</p>




4. **Teaching and learning** (details of the school's approach to the teaching and learning of children and young people with SEND).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Quality teaching means that teachers: have high expectations of learning, interaction and presentation.</p> <p>All children have access to resources to support their learning and teacher's use high quality teaching as the first step in supporting all learners to make good progress.</p> <p>Literacy/Numeracy skills are a priority for all staff: key vocabulary and key terms should be displayed and discussed. Whitstone CP strives to develop a love of reading and this is woven into all aspects of the curriculum.</p> <p>Teacher feedback ensures children build upon previous learning and understand their next steps.</p> <p>Formative assessment strategies are used as a form of ongoing assessment, retrieval practice strategies are in place to ensure learning can be translated from their working memory into long-term.</p> <p>The progress of individual pupils and groups of pupils is discussed termly at Pupil Progress Review meetings with class teachers, head teacher and the SENDCo. Information that is gathered is used to identify gaps in learning, ensuring that all children make maximum progress.</p> <p>The Senior Leadership team and Subject Leads undertakes regular lesson observation and work scrutiny to monitor, evaluate and improve teaching and learning.</p> <p>All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.</p>	<p>Class based staff share planning and information to ensure pupils with SEND have target support and provision.</p> <p>Class based staff work with small groups to:</p> <ul style="list-style-type: none"> • ensure understanding • facilitate learning • foster independence • keep students on task. <p>Quiet small teaching rooms allow children to focus on their learning without the distraction of the whole class.</p> <p>Independent pupil learning is supported by use of technology when appropriate e.g. interactive whiteboards, iPads, Chrome books.</p> <p>Special examination arrangements are put in place for internal and external tests and examinations where appropriate (readers, scribes, additional time etc).</p>	<p>Specialist training professionals working with the child to give advice and support to the class teacher to ensure that planning and provision specifically meets needs.</p> <p>Children may work alongside their peers but on a modified curriculum.</p> <p>Children may work on specialist programmes of learning based upon professional external assessment and advice.</p> <p>Children with Education Health Care - Plans have additional adult support, if necessary, to allow them to access their learning in an appropriate way.</p> <p>Education Health Care Plans are reviewed with parents annually in accordance with statutory requirement.</p>




5. **Self-help skills and independence** (details of the school's approach to promoting independence and key provisions in place to aid and support skill growth).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All children are encouraged to become independent and resourceful learners who take pride in their work.</p> <p>Early year's provision works through the Early Years Foundation Stage Curriculum to support children to develop independence skills and ensure that they expect to have secure self-help skills.</p> <p>There is an expectation from staff that children will be able to work independently with support from working walls and dyslexia friendly techniques, the principles of which are applied to all children as good practice in teaching.</p> <p>Children are encouraged to access resources needed for learning, including individual resource packs e.g. Knowledge Organisers.</p> <p>Children are taught throughout the school to take responsibility for entering class and putting away their bags/reading folders and coats, taking care of possessions and keeping their classrooms tidy.</p> <p>Technology is available to aid independence including the use of iPads - where appropriate.</p> <p>Children are given roles within the classroom and within school to encourage citizenship.</p>	<p>Teachers and TAs ensure children are confident in what needs to be done before beginning independent work.</p> <p>Children are taught strategies to develop independence if they find their work challenging. This may include adapted and/or scaffolded learning resources, the use of TEACCH strategies for individual pupils or checklists / task management lists.</p> <p>Chrome books and iPads are available to support children who need alternative methods of recording.</p> <p>Social Skills groups e.g. Lego Therapy, can be used to target pupils with specific needs relating to social interactions and behaviours for learning (e.g. listening, turn taking, managing resources).</p>	<p>Adults working with individual children encourage the students to be as independent as possible when working.</p> <p>Teachers and TAs use resources, questioning, visual supports, concrete resources and verbal prompts to develop independent working skills.</p> <p>ICT is used to record children's work where appropriate.</p> <p>Personalised task boards and visual timetables are in place to support independence, including e.g. use of 'Now and Next' boards or traffic lights to indicate and prepare for transitions during the day.</p>




6. **Health, wellbeing and emotional support** (details of the support provided for improving emotional, mental and social development of pupils with SEND, including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All pupils have the opportunity to grow confidently in a safe, caring, supportive and purposeful environment that enables the development of relationships based in mutual respect and understanding.</p> <p>Following 'Jigsaw' PSHE and RSE scheme, which is delivered to all children.</p> <p>All staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK) which is underpinned by educational practices which 'Protect, Related, Regulate and Reflect.'</p> <p>Children are encouraged to identify a key trust person who they feel they are able to talk to in case of need.</p> <p>There is engagement in Height and Weight Checks, and liaison with the school nursing team and Speech and Language therapists.</p> <p>Any emotional issues, disagreements, bullying are dealt with by staff immediately and reported to class teachers.</p> <p>Themed assemblies are used to promote awareness of important issues.</p>	<p>Teacher or TA support for children who are experiencing emotional issues. This may take the form of small group circle time or activities based on relationships, connection and a sense of belonging.</p> <p>Key staff check in with pupils regularly throughout the day or the week depending upon needs.</p> <p>Counselling support services can be accessed where appropriate.</p> <p>School nurse service is available through referral to the Early Help Hub.</p> <p>Junior Leadership Team has a playground lead and wellbeing lead.</p>	<p>Children can be referred by the SENDCo to CAMHS (Child and Adolescent Mental Health Services)</p> <p>Individual pupils may have a 'Regulation Plan' created. This is shared with all key members of staff, who work with the child, to ensure strategies are in place to spot early signs and integrate back from any possible dysregulations.</p>




7. **Social interaction opportunities** (details of how the school enables pupils with SEND to engage in the activities of the school, including physical activities, together with pupils who do not have SEND).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All pupils have opportunities for social interaction, regardless of need.</p> <p>Whole school events involving children and their families such as fundraising events, Christmas activities, Sports Day and open afternoons throughout the school year.</p> <p>Oracy focused curriculum – discussion opportunities in class, assemblies, school productions and singing services.</p> <p>Lunchtime – family dining set up to encourage social interactions in hall. Circular tables to enable inclusion of all. Extra roles, such as, dining hall helpers allow responsibilities and social skill opportunities.</p> <p>Participation in PTFA events, volunteering and interacting with parents and members of the community.</p> <p>All pupils have access to a range of after school clubs.</p> <p>All children are involved in school trips with the appropriate risk assessments in place.</p>	<p>Sports teams play in local tournaments against other schools.</p> <p>Targeted learning groups focus on social skills and behaviour for learning e.g. Lego Therapy.</p> <p>Junior Leadership Team has a playground lead and wellbeing lead.</p>	<p>Additional support and reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction.</p>




8. The physical environment (accessibility, safety, reasonable adjustments 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> 
<p>Annual walk around and action plan in place alongside fire safety audit monthly.</p> <p>Near miss record to document incidents which might have resulted in injury – follow up to ensure that the cause of the near miss is resolved and secured.</p> <p>Compliance all up to date for mechanical, electrical, water and general building maintenance. Health and Safety Audit with follow up actions.</p> <p>COSHH assessments all up to date.</p> <p>Trained First Aiders on site at all times.</p> <p>Staff have up-to-date Safeguarding and Prevent training. DSL and DDSL available at all times.</p> <p>All areas of the school endeavour to be an uplifting, positive and supportive learning environment. Teachers promote a positive learning environment through classroom schemes that teach and reward positive behaviours.</p> <p>Pupils feel safe in an environment where bullying is acknowledged and dealt with effectively.</p> <p>Children strive to be 'Role Models' following our 'Golden Rules' The rewards and sanctions system is robust and displayed around the school. Children earn house points and golden stars, which reflects on our 'Golden Rules'.</p> <p>We have a positive behavior policy which supports and reflects on behaviour choices with their teacher to support positive change.</p>	<p>Visual timetables support learning in the classes but specifically designed to support those with additional needs.</p> <p>Accessible toilet.</p> <p>Staff team are 'Team Teach' trained which focuses on proactive approaches to de-escalation.</p> <p>Quiet areas are available</p> <p>Provision of resources to enhance independent learning, including high frequency word lists, easy-grip writing tools and multi-sensory resources.</p>	<p>Expected inclusion of all children in all events and reasonable adaptations made to enable interaction with events.</p> <p>Equipment which supports some pupils to access mainstream classrooms include noise cancelling headphones, fiddle toys and Chewelry.</p> <p>The school would make all reasonable adaptations to support the needs of a child.</p> <p>Lunchtime staff are aware of children with individual needs and have strategies to support them.</p>

9. **Transition from year to year and setting to setting** (including arrangements for supporting children and young people moving between classes, phases of education and in preparing for adulthood).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All children have transition days with their new class during the summer term preparing them for their new class in September.</p> <p>Preschool children have a term of weekly transition visits ending with a taster day.</p> <p>Secondary children have a series of transition experiences with teachers from the secondary school teaching lessons and the children visiting the secondary school.</p> <p>Good links have been established with local secondary schools to support transition from Year 6 to Year 7.</p> <p>If a child joins or moves school during the academic year, every effort is made to contact the new school to share school records and information promptly.</p>	<p>Pupils identified as possibly struggling with transition may have additional visits in small groups or on a 1:1 basis, known as 'enhanced transition'.</p> <p>New children and their parents are welcome to visit the school for a tour prior to joining.</p>	<p>Our SENDCo coordinates transition arrangements for vulnerable children and those on the SEND Record of Need.</p> <p>Gradual moving during the previous term before full-time transition in September.</p> <p>Some pupils may be provided with Social Stories to introduce them to new staff and settings and prepare them for transition.</p>

10. The SEND qualifications of, and SEND training attended by, our staff

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>SENDCo: Special educational needs co-ordinator's (SENCO) national professional qualification.</p> <p>Staff are audited on their knowledge and skills to identify areas to book in relevant CPD and training.</p> <p>All Staff receive annual training introducing them to the expectations of provision for SEN pupils.</p> <p>There are regular SEND updates where information, new procedures or good practice is shared.</p>	<p>SENDCo is up to date and aware of different interventions and possible provisions.</p> <p>SENDCo is continuously researching best practice and new research.</p>	<p>SENDCo team know how to access specialist and individualised support from agencies.</p>

Answers to Frequently Asked Questions

How does your school know if children need extra help?

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children. Children's progress and behaviour is monitored through termly tracking systems. Class teachers use continuous assessment methods to identify the progress that children make and to determine when children have difficulties. Parents should also approach their child's class teacher if they have concerns about their child's learning.

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

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo). Following these meetings, steps will be taken to address any concerns you may have about your child.

Children for whom there is a concern and whose learning is being monitored are recorded on our 'on alert' monitoring list. Children, following investigation, monitoring, assessment, who are perhaps in need of additional support to resolve their needs are placed on the Register of Need. If there are external professionals involved with that child, then their opinions and reports are sought after to ensure that we get the full picture of that child. Children for whom the need cannot be met without significant additional support and intervention would be assessed under the Education, Health and Care Plan process.

Who is responsible for the progress and success of my child in school?

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean teachers, parents as well as the child themselves. Whole cohort, termly progress review meetings with staff ensures progress is tracked and monitored appropriately and discussions about vulnerable groups are timetabled into staff meeting half termly. Where necessary, specific and targeted intervention support will be deployed.

How will the curriculum be matched to my child's needs?

At Whitstone CP School we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. All lessons are differentiated appropriately, according to the needs of the children in that class or group whether it be by the amount of support children will receive or resources they may use. Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support, with a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children.

How will I, and my child, know how well they are doing and how can you help me to support my child's learning?

We operate an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this, staff may ask to speak with parents at the end of the school day. Parents and pupils are invited to engage in termly SEN review meeting, and/or Parent meeting in the Autumn, Spring and Summer term when annual reports are sent home to parents. Throughout the year there are 'open afternoons' whereby parents are invited into the classrooms to share the children's learning, progress and support upcoming events e.g. class trips/residential. This constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child, then meetings can be arranged at your request.

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

The school is aware that sometimes children with SEND can be more vulnerable than other children. However, at Whitstone CP School, we pride ourselves on our inclusive policies and attitudes and the positive respect children generally give to each other. We will help them; to be healthy by ensuring that they enjoy good physical and mental health, by encouraging them to live a healthy lifestyle, keep safe by protecting them from harm and neglect, to enjoy life; achieve well, by giving them opportunities to make the most out of life, by teaching them the skills they need for adulthood, to make a positive contribution to their school, community and society.

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

Whitstone CP School has a strong commitment to safeguarding its children and ensuring that they find school a happy, caring and safe place to be. Through our policies we give children opportunities to share any concerns they might have and encourage them to be open and honest about their feelings towards school. All staff are checked by the Disclosure and Barring Service (DBS checks, previously known as CRB checks) and have up-to-date safeguarding training.

Contacts

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Cornwall County's local offer. Cornwall County publishes information about the local offer on their website:

<https://fis.cornwall.gov.uk/synergyweb/cornwallfis/>

Some of our families live in Devon – so please have a look at Devon's local offer:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://cornwallsendiass.org.uk/>

Support for Children		
Service/organisation	What they do	Details
Young Carers	Kernow Young Carers is an Action for Children project committed to working with children and young people to make the caring role a more positive experience, offering support, information and guidance, activities and trips, short breaks, school groups, training and educational sessions and local young carers forums.	Liz Digweed 07834006454 http://kernowyoungcarers.org
Penhaligon's Friends	Support for Bereaved children A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	01209 210624 or 01209 215889 http://www.penthaligonsfriends.org.uk

<p>SCIP Supporting Change in Partnership</p>	<p>County wide support for disabled children, young people and their families. Solution focused partnership that fosters new skills in families and celebrates success in a practical way, helping families achieve their goals.</p>	<p>01872 322277 www.cornwall.gov.uk/earlyhelphub</p>
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Support for Parents		
Service/organisation	What they do	Details
<p>Early Help Hub</p>	<p>Early Help Services. The following services are available through the Early Help Hub:</p> <ul style="list-style-type: none"> - Autistic Spectrum Disorder Assessment Team - Child and Adolescent Mental Health and Learning Disability Service - Children's Community Nursing/Diana Nurses and Psychologists - Early Years Inclusion Service - Family Group Conferencing - Family Intervention Project - Family Nurse Partnership - Family Support - Health Visiting (over 2 years) - Paediatric Epilepsy Nurse Specialists - Parenting Support - Portage - School Nursing - Speech and Language Therapy - Targeted Youth Support - Video Interactive Guidance 	<p>To make a Request for Help, please complete the relevant Request for Help form and send it to earlyhelphub@cornwall.gov.uk .</p> <p>For advice and consultation, please call 01872 322277 The Hub is open Monday to Thursday, 8.45am to 5.15pm and 8.45am to 4.45pm on Fridays</p>
<p>Family Information Service</p>	<p>The website contains a wealth of useful information for families.</p>	<p>0800 587 8191 http://www.cornwallfisdirectory.org.uk</p>