



**Devoran School – Meeting the Needs of Children aged 4-11 years**  
**Our ‘Local Offer’ for Special Educational Needs and Disability (SEND)**




*“At Devoran we aim to develop pro-active and responsible citizens who are prepared to face problems in an ever changing world; we aim to nurture awe and wonder and encourage critical and creative thinkers who become autonomous learners that value taking risks and working together to create a better future.”*



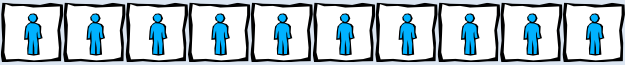
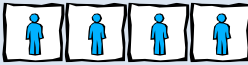

**Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Sarah Kerrison 01872 863223**

## The levels of support and provision offered by our school




### 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"> <li>• The views and opinions of all students are valued.</li> <li>• Through the school council the student voice is represented in all aspects of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are questioned about their views on the provision via their Pupil Passport which is updated twice yearly at home, in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Student views are an integral part of IPP meetings and annual reviews where their views are sought for target setting.</li> </ul>

## 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"> <li>• The school works in partnership with all parents and carers.</li> <li>• The parents and carers of all pupils are invited to attend parents' evenings and receive reports twice a year.</li> <li>• All pupils are sent home with targets twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are informed if their child is placed on the Record of Need (RON) and as a result is receiving additional support.</li> <li>• Parents are able to contact the SENCo – Mrs Kerrison at any time to arrange a meeting to discuss concerns.</li> <li>• Parents are invited to attend extra-curricular clubs and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and children are invited to attend annual reviews and IPP meetings.</li> <li>• Parents/Carers views are an integral part of all SEN reviews.</li> <li>• Parents/Carers are invited to attend relevant SEN training as appropriate.</li> </ul>

### 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"> <li>• The curriculum is broad and balanced and designed to allow the inclusion of all students.</li> <li>• All children have curriculum targets to work towards. These are shared with parents.</li> <li>• School trips take place for all children to enhance the curriculum.</li> <li>• Assessments such as Thrive Online screening, Dyslexia screening, NFER reading and maths screening papers and CDC questionnaires are used to identify children who need specific interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Where children are identified as needing extra support then additional targeted interventions will be put into place.</li> <li>• The progress of children taking part in intervention groups are measured on a regular basis.</li> <li>• The intervention groups and packages are adapted in light of children's progress.</li> <li>• Small group intervention includes: <ul style="list-style-type: none"> <li>-Literacy – reading, comprehension, spelling, writing etc.</li> <li>-handwriting</li> <li>-numeracy</li> <li>-speech and language</li> <li>-keyboard skills</li> <li>-co-ordination development skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Children who have an Education, Health and Care plan or a Statement of Special Educational Needs will, at times, have adult support in order to allow them to access the curriculum.</li> </ul>




	<p>-social skills etc.</p> <ul style="list-style-type: none"> <li>• The curriculum is differentiated to meet the needs of all learners.</li> <li>• Groups of children may be given extra group support by a teaching assistant.</li> </ul>	
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#### 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"> <li>• The whole school uses a dyslexia friendly approach to teaching and learning.</li> </ul> <p>Learning Intentions are displayed and discussed.</p> <ul style="list-style-type: none"> <li>• All children's work is regularly marked against the Learning Intention and children are given feedback on their learning, with worked highlighted in pink to show what they have done well, and in green to show guidance on how to move their learning forward.</li> <li>• A range of resources are available for all children to access.</li> <li>• Alternative ways of recording information are used.</li> <li>• A range of teaching styles are used</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information and lesson plans to ensure that children with SEND have targeted support and provision.</li> <li>• Children will be placed on a provision map, showing where extra support is needed and what the outcomes of this are.</li> <li>• Children placed in small groups to: <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>-facilitate learning</li> </ul> </li> </ul> <p>foster independence</p> <p>keep children on task.</p>	<ul style="list-style-type: none"> <li>• Children will be given an Individual Provision Plan (IPP) with targets relating to their statement objectives. This will be shared with you 2 times a year.</li> <li>• 1:1 support will be put in place for children who need more intensive support, e.g. for those with speech and language difficulties, severe literacy difficulties/dyslexia/dyscalculia, sensory loss, autism, physical disabilities etc.</li> <li>• 1:1 support may also be put in place for children in year 6 in numeracy and Literacy – this support is usually targeted to children who may otherwise struggle to achieve 'National' standard in maths and literacy.</li> </ul>

<p>to engage all learners.</p> <ul style="list-style-type: none"> <li>• Children use 'Steps to Success' and 'toolkits' to help them with their writing.</li> <li>• Word mats and times table mats available for children to use.</li> <li>• Topic based learning.</li> <li>• An emphasis on outdoor learning – including opportunities for overnight camps in years 3, 4, 5 and 6.</li> <li>• All children will have access to universal, quality first teaching from a qualified teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent learning is supported by the use of technology, for example: laptops IPADs Talking Tins Dictaphones Dragon Speaking</li> <li>• Access arrangements are put in place for internal and external tests and examinations (readers/scribes etc)</li> <li>• Homework support is available.</li> </ul>	
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## 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"> <li>• Independent learning has been a whole school focus.</li> <li>• Resources are available to children to choose from in all classrooms to aid them with their work.</li> <li>• Learning walls in all classrooms.</li> <li>• Group learning to encourage independence.</li> <li>• Year 3, 4, 5 and 6 camp offered to all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have personalised equipment such as talking tins, overlays and timers to help them to develop their independent learning.</li> <li>• Where teaching assistants are in the classroom they facilitate independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised visual timetables and task boards are in place to support independence</li> <li>• Teaching assistants working one to one with children encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, learning walls etc.</li> </ul>

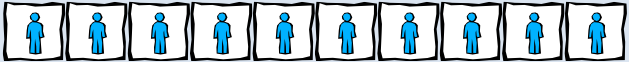


## 6. Health, wellbeing and emotional support

<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"> <li>• Social and Emotional, wellbeing and physical and mental health needs Information for each child is recorded and kept in Pastoral Folders in all classrooms.</li> <li>• PHSE lessons and assemblies include all children.</li> <li>• SENDCo co-ordinates Thrive screening and provision for children with wellbeing, emotional and social, physical and mental health needs.</li> <li>• There is a named member of staff who deals with social and emotional issues as they arise.</li> <li>• Sports clubs</li> <li>• Playground buddies for vulnerable and lonely children at play/lunch times.</li> <li>• Healthy school status – water fountains in classrooms and healthy snack at playtime – fruit is provided for all children in foundation stage and Key Stage 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordination/Fun fit interventions delivered as appropriate.</li> <li>• Quiet clubs at lunchtime – Craft Club and Library club</li> <li>• The SENCo or a named member of staff who will work with children on an occasional or regular basis who are experiencing emotional/social difficulties.</li> <li>• Risk assessments carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• IPP, annual reviews and Early Support meetings are supported by a range of agencies where appropriate.</li> <li>• Thrive screening is used to tailor provision to need.</li> <li>• Children with specific medical issues have an individual health care plan.</li> <li>• 1:1 sessions with our named member of staff to support children with emotional and behavioural difficulties.</li> <li>• Referrals can be made to the Early Help Hub through the SENDCo.</li> <li>• Involvement of Child and Adolescent Mental Health Service (CAMHS.) Referrals can be made through school for children who are experiencing more serious emotional difficulties where other interventions haven't been successful.</li> <li>• Additional support for children can be requested from</li> <li>• -CAMHS, Social Care, OT Dreadnought, Penhaligans Friends, Music Therapy.</li> </ul>






- Risk assessments carried out.




## 7. Social interaction opportunities

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"> <li>• Group work in classes.</li> <li>• Our curriculum is planned to develop skills such as working together, co-operation, communicating with others and independent learning.</li> <li>• Playground buddies for vulnerable and lonely children at play/lunch times.</li> <li>• All children are invited on trips and visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Roundabout groups throughout school to involve older children in KS2 in 'paired reading' with younger children in KS1.</li> <li>• Transport can be arranged to take children with SEND home when they attend after school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• TAs use 'Social Stories' and 'Comic Strip' with individual children.</li> <li>• Referrals can be made through school to the Speech and Language Therapy service (SALT) If a child is assessed as needing support then this will be delivered in school in addition to work being done at home.</li> </ul>

## 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"> <li>• All areas of the school are accessible to everyone including those children with SEND.</li> <li>• There are three named 'Designated Safeguarding Officers'.</li> <li>• All areas of the school are uplifting, positive and support learning.</li> <li>• All staff focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• The behaviour policy is robust and consistently applied throughout the school.</li> <li>• Anti-bullying policy in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There are named adults who are 'Team Teach' trained.</li> <li>• Some toilets are adapted by height.</li> <li>• Differing heights of tables and chairs available.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a disabled toilet with a hoist of needed.</li> <li>• If needed children have individual risk assessments.</li> <li>• Some coat pegs are adapted by height.</li> <li>• Specialist equipment and furniture in lessons enables disabled students to be independent.</li> <li>• Classrooms, halls and corridors have been made accessible for children with sensory and physical needs.</li> </ul>

## 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"> <li>• All children get to spend a morning with their new teacher and teaching assistant prior to the summer holidays.</li> <li>• Secondary staff visit and teach in feeder primaries.</li> <li>• Taster days for children in years 5 and 6. Year 6 children are invited to spend two or more induction days at their chosen secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>• Children identified with SEND may be given the chance to spend additional days at their chosen secondary school dependent on area of need.</li> <li>• Secondary schools hold SEN information evenings to provide opportunity for parents to meet SENCo and ask questions prior to transition.</li> </ul>	<ul style="list-style-type: none"> <li>• The secondary SENDCos are invited to attend year 5 and year 6 annual statement reviews.</li> <li>• Children who have a statement or EHC plan will have a series of transition meetings held to ensure information and plans are fully put in place prior to move. Parents and teachers of both school invited to attend.</li> </ul>

## Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>Speech and Language (SALT)</b>	Referrals can be made through school to the speech and language therapist. The child will then be assessed and if needed targets given. These targets will need to be worked on at home as well as in school.	Ella Walsworth-Bell Speech and Language Therapist Truro Health Park, Infirmary Hill, Truro TR1 2JA 01872 246992/ 07769725321
<b>Educational Psychologist</b>	The Educational Psychologist works closely with the SENDCo covering a range of work such as observing children, supporting staff in school working with specific children and working closely with the SENDCo on a range of matters. Children have to be referred to the Educational Psychologist and this would only be after a period of intervention has taken place in school and at home.	Referrals can only be made through school, however there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
<b>Behaviour Support</b>	The behaviour support team may work with children in school. They will also support school staff and	Please contact Mrs Kerrison for more information as referrals can only be made through school.

	parents on a range of strategies when working with children with behavioural difficulties.	
<b>CAMHS</b>	Can offer support to children to have complex mental health needs. A referral will have to be done by home, school or the school nurse.	<a href="http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp">http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp</a>  <b>01872 221400</b>
<b>The Early Help Hub</b>	A flexible multi-disciplinary service dedicated to providing the right level of targeted, effective support to address the needs of a child and their family.	<a href="http://www.cornwall.gov.uk/earlyhelphub">www.cornwall.gov.uk/earlyhelphub</a>  <b>01872 322277</b>

## **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 Sarah Kerrison.

Children are assessed at regular intervals during the school year – if a class teacher has concerns about the progress of a child (academically, emotionally or socially) then they will speak to the SENDCo and action will be decided from there. You and your child will be involved in this process.

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

Your child's class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home. It is also important that parents and carers read regularly with their child.

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

The curriculum will be differentiated to meet the needs of all learners. This may be by children having different work to do, having a different expected outcome, extra resources or extra adult help in class.

4. How will school staff support my child?

This will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow children to work independently.

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

Your child will receive a school report twice a year 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 well being?

All staff in school are there to ensure that your child is safe and happy in school. For children who are experiencing emotional difficulties it may be that they can work with Mrs Kerrison, SENCo and Thrive practitioner, who has a wide range of experience with interventions covering social, emotional and wellbeing development. The school nurse is also available to work with you and your child on emotional and health

difficulties that your child may be experiencing. You can contact Mrs Kerrison about your concerns and she can make a referral for you if necessary.

**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 are 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?**

We have a large team of experienced and dedicated teaching assistants who have experience of working with children with a wide range of needs such as autism, moderate and severe learning difficulties, sensory needs, speech and language and behavioural and emotional needs. If school staff think it is appropriate then advice from outside agencies can be sought. All class teachers have experience of teaching children with additional needs.

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

All children will be able to be included in school trips. The exception to this would be if a child's behaviour is a risk to themselves or others.

**10. How accessible is the school environment?**

All areas of the school are accessible to everyone including those children with SEND. Additional adaptations to both the outside and inside of the building have been completed as required to ensure all children have equal access to the physical environment of the school.

**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 or a transition book to look at over the summer. Children with additional needs who are transferring to secondary school have in the past had a series of additional transition sessions 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 three times a year. The progress of all children are 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 Sarah Kerrison.

**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 Kerrison or Mr Thiele 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 and governors.