

Updated July 2024

Nanclendra School



Our contribution to the Local Offer details the provision and expertise in place to meet the needs of pupils with special educational needs across our school.

Nanclendra School is a small rural primary school with an inclusive ethos that we are proud of. All staff accept responsibility for nurturing and developing the children's educational, social, emotional, cultural and spiritual needs by curriculum design, teaching approaches and positive relationships. We recognise that participation and progress in the National Curriculum by pupils with special educational needs is most likely to be achieved where good practice is established for all groups of pupils.

We aim to identify additional needs early and offer a range of intervention programmes targeted to meet the needs of the individual and groups. Children's progress is tracked rigorously throughout the school and appropriate support is put in place where these needs are identified.

We have a separately run pre-school on site, small class sizes and highly motivated teachers and support staff with experience and training relating to a range of SEND.

We work closely with outside agencies to ensure that every child has opportunity to learn and make progress.

Liaison with and support from the local Special schools and the LA SEN Assessment Team lead to successful transition to Special School when and where our provision cannot meet a child's needs.

We have an excellent outdoor environment and we take full advantage of our rich local area to enhance our curriculum. Our well thought out transition programme provides a positive start to school.

Wrap Around Care is offered by the on-site pre-school. Parents are able to book their children into Breakfast Club or After School Club.

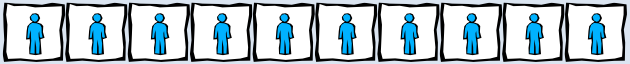
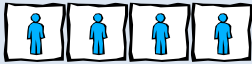

Nanclendra has an active partnership with parents/carers, governors, other schools, the local community and outside professionals. This ensures we get the best possible support for our children.

We offer specialist PE and music tuition with highly skilled teachers.




Name and contact details of the Special Educational Needs and Disabilities Coordinator: Karen Golder 01736 740409

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"> The views and opinions of all pupils are respected and valued through the relationships that they share with each other and all members of staff. <p>Pupil voice is heard through:</p> <ul style="list-style-type: none"> Conversations with staff Annual Pupil Survey SEND Pupil Voice profile Circle Time/PSHE activities Chatterbox sessions Playground mentors 	<ul style="list-style-type: none"> Students with SEND are included and valued and there is an expectation and support for them to contribute. Targeted and flexible groupings promote conversation and give opportunities for listening. 	<ul style="list-style-type: none"> Individual support is responsive to the views of the pupil and is recorded in an Individual Provision Map (IPM) Pupils are an integral part of SEN reviews. The Thrive programme identifies and nurtures children to flourish in life.




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"> • Strong partnerships with all parents and carers. • Parents of our YR pupils welcomed to escort their children into classrooms every morning. • Staff available for parents between 8.30 & 8.45 and at the end of each day and via email and/or Seesaw. • Walk-in Wednesdays across the school for parents to accompany children into class and share work. • Headteacher (or teacher) on gate duty at start of every day. • Weekly newsletter from Headteacher, emailed and available on website. • School information available on school website and regularly updated. • Parents/carers of all pupils invited to parent/pupil consultation meetings twice a year. Additional consultation offered after reports. • Annual reports for YR-Y6 in summer term (interim reports Y1-6 in autumn and spring) • Parents encouraged to support their children in their homework. • 'How to support your child' sessions held throughout the year. • Parent survey sent out annually. • Strong induction programme in place for new intake during summer term. • FONS (Friends of Nancledra School) actively support school by providing curriculum resources and supporting community events. 	<ul style="list-style-type: none"> • The school is committed to partnership work with outside agencies. • Parents signposted to parent group workshops. 	<ul style="list-style-type: none"> • Where a need cannot be met within the school, families are signposted to the relevant agencies. • Parents are an integral part of SEN reviews. • IPM (Individual Provision Map) review meetings held at least termly with parents, class teacher and SENDCo. • SEN HLTA meets with parents to discuss any pastoral or academic concerns. • Annual Review Meetings held for children with EHCP. Attended by parents, classteacher and SENDCo and sometimes invited professionals. • Additional support meetings with classteacher, headteacher or SENDCo when appropriate or requested.

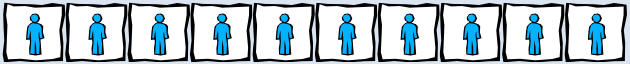


3. The curriculum

<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"> • All pupils, regardless of ability and /or additional needs have full access to the Early Years Framework (YR) and the National Curriculum (Y1-6). • Staff ensure that through careful planning pupils receive a rich curriculum which enthuses, engages and motivates pupils. • All children expected to express their ideas, justify their preferences, debate and be confident, independent learners. • Children given regular opportunities to enrich their learning, through real life experiences, our own outdoor environment, use of the local area and through visitors (many of them skilled parents) to school. • YR and Y1 pupils grouped together to ensure the older children continue to experience a practical approach to learning. • Y2 identified as a critical year. Grouped as a small single year group allowing opportunity for more individual teaching and learning. • Specialist teachers employed for music (every class), P.E.(Y5/6), French(KS2). • Forest School Leader employed every Friday-planned programme for all year groups to participate over the year. • Speech and language opportunities developed across the curriculum. • Assessments, (including dyslexia test,) used to identify pupils' needs. 	<ul style="list-style-type: none"> • Intervention programmes are bespoke and needs led. Small group interventions may include: <ul style="list-style-type: none"> ➢ Pre and post teach ➢ Maths-' Ready to Progress' 'Number Stacks'. ➢ 'Keep-up' or 'Catch-up' phonics sessions. ➢ Handwriting clubs ➢ Funfit ➢ Finger Gym ➢ 'Time to talk' ➢ 'Socially Speaking' ➢ Thrive 	<ul style="list-style-type: none"> • Teaching assistants employed to support the inclusion of children with IPMs or EHC plans • Pupils with specific needs receive adult support as appropriate in order to access the curriculum • Curriculum adaptations according to need ensure full access for pupils with SEN. • Individual Provision Maps (IPMs) used as working documents to provide focused provision to achieve intended outcomes and, where, appropriate, curriculum adaptations made explicit. These are monitored regularly by the SENDCo and SEN governor and reviewed with parents at least termly. • Weekly team meetings held in classrooms where there are children with an EHCP or a high level of need involve all adults in reviewing provision and identifying the 'next steps'.

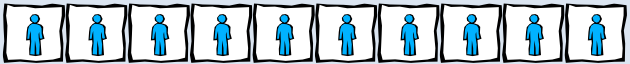


4. Teaching and learning

<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"> • Teachers' high expectations extend knowledge, skills and understanding of all pupils. • Pupils learn to apply skills in reading, writing, communication and mathematics. • Wide and imaginative range of teaching strategies used to engage, enthuse and motivate pupils. • Teachers' questioning and use of discussion promote learning. • Teachers monitor learning during lessons and respond to pupils' feedback. • Pupils learn to monitor their own learning through self-assessment and peer assessment. • All adults working with YR children use observations for assessment purposes. • Teachers foster enthusiasm and curiosity for learning. • Teachers' subject knowledge is very good. • Teachers enable pupils to develop the skills to learn for themselves and celebrate where learning is acquired outside of the classroom. • Teachers provide a well organised and stimulating environment to allow pupils to access appropriate resources to support learning. • Homework regularly set to reinforce learning. This includes: <ul style="list-style-type: none"> -reading -spelling -times tables -Homework projects -Chatterbox preparation 	<ul style="list-style-type: none"> • Teachers lead and manage other adults in the classroom to ensure that learning improves for all pupils. • Teachers work with all groups of children including those receiving 1:1 support. • Staff identify children who would benefit from creating own single page profiles to inform all staff of the strategies they use and tools they need to flourish in school. • Additional adult support in all classes to support learning outcomes and emotional, social and communication needs. • Additional support from parents, grandparents, members of community for sport. • Targeted homework set when required to reinforce or prepare for learning in school. 	<ul style="list-style-type: none"> • Resources used when required to support independent learning e.g Visual timetables, Task management/ 'Now & Next' boards. • Regular advice and visits from specialist professionals with recommendations incorporated into IPMs. Outside involvement may include: <ul style="list-style-type: none"> -Speech & Language therapist - Educational Psychologist -Social Care -Physical Disability Team -CAMHS -Physiotherapist -Autism Support Team -Occupational Therapist -Hearing and Vision support teachers




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"> • Children taught clear strategies for independent learning. • Strong culture of peer support in all classes through working buddies and peer assessment. • Children expected to take responsibility for managing and accessing their own resources for learning. This starts in YR. • Strong emphasis on self-help skills in YR. • Classrooms equipped with accessible resources and these are regularly reviewed to ensure that they best support the needs of the children in the class. • Interactive displays are developed with the children so that they know how to use them. • Children are given opportunities to explore different resources and are taught how these might help them with their independent learning. • As stated in our behaviour policy we teach our children strategies to manage their own behaviour and to resolve issues amongst themselves through regular circle times and our PSHE curriculum. • Playground mentors trained to support their peers at playtimes. 	<ul style="list-style-type: none"> • Adults supervise from a distance at break and lunchtimes to encourage independent decision making. • Y3-Y6 annual camps promote independence away from home. 	<ul style="list-style-type: none"> • Children with more complex learning needs may have access to specific technology and equipment. Adults trained to manage this within the classroom. • For some children independence and responsibility for learning is promoted through behaviour contracts. • Some children need and are given support to establish which resources best support their needs. • Children may use personal visual timetables and other visual resources such as now and next boards/ timers etc. • Children who receive 1:1 support are given daily opportunities for working independently or within a group without adult support.




6. Safeguarding, 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"> • Safeguarding/pupil well-being item on weekly staff meeting agenda. • System of rewards and sanctions in place across the school. • Strong relationships a feature of our school – adults know all of the children. • Strong partnerships with parents help identify and respond to needs of children. • Circle Time used in every classroom. • Wraparound care provided through an onsite breakfast club and transport to after school clubs or drop off points near homes. • Celebration assemblies every week promote self-esteem through celebration of achievements in and out of school. • Online safety taught within the computing curriculum. • School dinners offer healthy choices including salad, fruit, vegetables and homemade bread every day. • Fruit provided by school for children in YR/KS1. • High ratio of staff to pupils on duty every break time. • All staff First Aid trained. Injuries recorded systematically and reported to parents. • Safeguarding Lead (Headteacher), Cover Safeguarding Lead (Senior teacher: Louise Williams) and Pre-school Manager trained to Level 3 in Safeguarding. All other staff trained to Level 2. All training refreshed every 2 years. • All staff trained to prevent radicalisation • All staff trained in CSE & FGM 	<ul style="list-style-type: none"> • Strong emphasis on ‘finger gym’ activities for all children in Class 1 to develop strong fine motor skills. • Physical play an important part of the daily provision in Class 1. • A variety of active after school clubs on offer. • All years have a block of swimming lessons taught by qualified swimming instructors • Principles of Thrive programme inform our approach with all children. • Kapow ‘sex and relationships’ programme in KS1 & KS2 	<ul style="list-style-type: none"> • Pupils demonstrating persistent emotional dysregulation are screened using ‘Motional Assessment’. Results are used to inform a whole staff approach and/or an individual programme of support. • Sensory breaks, quiet areas, for identified children. • Additional support bought in, above and beyond the statutory offer, from an Educational Psychologist • School is pro-active in using links with outside agencies to support individual children and families. Eg: AAC team Autism Support Team Vision & Hearing support Physical disabilities team CAMHS Social Care Penhaligon’s Friends Occupational Therapy Physiotherapy Speech Therapy Family Support Team • Pupils with specific medical conditions have individual NHS Healthcare Plans. Staff receive training to support children with medical conditions such as diabetes, asthma and allergies.




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> 
<ul style="list-style-type: none"> • All pupils have opportunities for social interaction regardless of need. • All pupils belong to a class group and are a member of a school team. • Visitors to the school are welcome for class talks, assemblies and presentations. • Staff model appropriate and respectful interactions. • Pupils expected to interact respectfully with each other and with staff and visitors. • Children take part in a Christmas and end of year production. • Regular whole school projects and events take place over the year e.g. special curriculum days, art projects, discos and charity fundraising, where all children work and play together. • Whole school plays together at break and lunchtime. Activities such as football, climbing area and den building involve children from all age groups playing together. • In classes where there are children with an EHCP adults meet to review progress but to also reflect on the needs of the other children. 	<ul style="list-style-type: none"> • Pupils share and support their learning with each other across all classes. • Strong links with onsite pre-school. • Chatterbox sessions in Class 1 promote effective speaking and listening skills. • Children take part in community events e.g: May Day, sports events etc. 	<ul style="list-style-type: none"> • Playground mentor system in place to support less able/confident pupils. • 1:1 support in place at playtimes for children with high needs but with expectations and support for them to contribute to school life.

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"> • Whole school site secure and well maintained. • Rural location of school provides an ideal environment for a range of learning experiences. • All areas of the school accessible to everyone including those pupils with SEND. • Annual reviews show that pupils feel safe in an environment where bullying is minimal and dealt with effectively. • There is a named Child Protection Officer, a Safeguarding Lead and Deputy and a named Child in Care Teacher. • School environment is inviting, interactive and supports learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and children respond positively. • Interactive displays throughout the school promote learning. Pupils are given their own display space in classrooms to share and celebrate their learning. • Regular health and safety checks are made throughout the school. • Staff trained in safeguarding and risk assessment. • Risk assessments carried out before every educational visit and introduction of new equipment. 	<ul style="list-style-type: none"> • Playground is zoned to meet different needs and interests of pupils. • There is a dedicated outdoor learning space for pupils in Class 1. 	<ul style="list-style-type: none"> • All adults trained in positive handling • Specific equipment (such as chair bands, writing slopes, laptops, peanut balls etc), and space is made available where possible and when necessary for children with physical, learning and sensory needs.

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"> • School welcomes prospective parents during the school day to observe the school at work. • Transition programme in place every summer term for new intake. This includes, parent meetings, school sessions, pre-school visits etc. • Strong links in place with feeder Nurseries and the Pre-school on site. • In the summer term all pupils spend a session in their new classroom. • Discussions take place between teachers before children move to new classes. • Strong links with feeder secondary schools. • Pupils visit local secondary school for learning opportunities. • In-depth discussion takes place between school staff and staff from secondary school to inform Y7 tutor groups. 	<ul style="list-style-type: none"> • Pupils who may need extra support at transition from KS2 to KS3 are identified and staff liaise early with the receiving school. • EYFS teacher visits feeder Nursery settings prior to children starting school. • Transition from EYFS to KS1 achieved by grouping YR and Y1 together in same class for part of the week. 	<ul style="list-style-type: none"> • Early liaison with feeder nursery for pupils entering school with ECH plan. Classteacher/SENDCo attends transition meeting. • Classteacher/SENDCo works with keyworker, parents and other professionals in the summer term to ensure transition is effective, provision is in place and suitable TA support is allocated for start of autumn term. • Additional visits to school are offered for children with their keyworker. • Specific staff share information with Secondary school staff during transition to Y7. • Training accessed from the Early Years Inclusion Service for EYFS staff when children with more complex needs join school. • Annual Review of EHCP at Year 5 plans in advance for secondary transition. Secondary school SENDCo invited to Y6 review. • Children on Record of Support are offered additional visits to secondary school in the summer term.

The contact details of support services for parents of SEN pupils

<p>Cornwall's SEND Local Offer is part of the Care and Support in Cornwall website. If you do not have internet access at home, you can use local libraries or One Stop Shops. You can also call 0800 587 8191 to speak to someone.</p>	
<p>The Cornwall Family Information Service</p> <p>https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0</p>	<p>An excellent starting place to find up to date information about hundreds of services and events for parents/carers, young people and children, whatever their needs.</p>
<p>Early Support</p> <p>https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=qQhLNBMKFE8</p>	<p>An approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. This is especially useful when many professionals or agencies are involved with supporting a pupil</p>
<p>Disability Information Advice & Support Service (SENDIASS)</p> <p>http://www.cornwallsendiass.org.uk/</p> <p>Tel: 01736 751921</p>	<p>A statutory service delivered by Disability Cornwall and provides information, advice and support to disabled children and young people, and those with SEN, and their parents. The service is impartial, accessible and free and all staff are independently trained.</p>
<p>Early Help Hub</p> <p>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>A single point of access for Council and Cornwall Foundation Trust Early Help services for children and families</p> <p>The Early Help Hub consists of a team of professionals who will direct referrals to the most appropriate service.</p> <p>Services 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 Nurse Partnership Family Support Health Visiting (over 2 years) Paediatric Epilepsy Nurse Specialists Parenting Support Portage

	<u>School Nursing</u> <u>Speech and Language Therapy</u> <u>Video Interactive Guidance</u>
Hearing Support https://www.cornwall.gov.uk/hearingsupport	Specialist team working with a wide range of children and young people who have varying levels of hearing impairment
Dyslexia Cornwall https://www.dyslexiacornwall.org.uk/ British Dyslexia https://www.bdadyslexia.org.uk/	Support and services for parents of dyslexic children, indicators of specific learning difficulties and ways for parents to support their children at home.