

Ladock Primary School

Our Special Educational Needs and Disability Information Report and Offer (SEND)

September 2021

Ladock Primary School is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment using the TIS approach. Staff at Ladock Primary School are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate. Every child at Ladock Primary School has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.

Link to Special Educational
Needs Policy

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

Senco Sarah Swift. If you wish to contact Mrs Swift, please contact the school office to arrange a meeting.




Miss Green is the SEN lead for the school.

ladock.secretary@celticcrosseducation

Head of School Chris Stoyles





The levels of support and provision offered by Ladock Primary School

1. Student Voice -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 students are valued. • Student voice is represented in all aspects of school. • Student voice is heard through: <ul style="list-style-type: none"> - Questionnaires - School Council - Pupil Conferencing • Trusted Adults are in place for each child so children feel they are listened too. • Staff are all trained in the TIS Approach a positive way of responding to children and their needs. 	<ul style="list-style-type: none"> • Students with SEND are included in all pupil conferencing. • Additional provision is developed in light of student voice where appropriate. • SEN pupils are asked • Additional provision is developed in light of student voice 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student's views are an integral part of TAC meetings and SEND reviews. • Students are supported in target setting. • Pupils are at the centre of SEN Reviews and TAC meetings. Ladock fully engages with the CAF/TAC process • One to one counselling through CHALK or CLEAR is provided for children in need along with TIS support.




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>
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<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • We have an open door policy. • The parents/carers are invited to attend parent/carer consultation evenings. • Parent/carers know exactly who to contact if they have any concerns. An open door policy where parents are welcomed and encouraged into the school. • We have a weekly newsletter to keep parents informed of school news and new initiatives. • Home/School agreement makes roles absolutely clear. • The school website and community ClassDojo page, enables parent/carers to understand more about what their children are learning. • We offer wrap around care in school which is led by members of school staff. 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities and open afternoons where appropriate. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework. • ClassDojo private messaging is available to support parents with homework. • Parents are able to contact school re concerns at any time. • Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial. • The SENDCO, SEN lead and Head are available to meet with. 	<ul style="list-style-type: none"> • 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. • All documentation can be presented in a format that is accessible to individual parents. • Parents are encouraged to join in with school trips where appropriate with relevant DBS checks completed. • Parents are encouraged to engage in one-to-one reading and activities. • Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book or through ClassDojo • Parents of children with SEN are invited in to meet with the class teacher/SEN lead or SENDCo as appropriate, and they are available to meet at their request. Parents are kept informed of targeted work being undertaken with their children.




		<ul style="list-style-type: none"> Parents are invited in to hear feedback from professionals eg Educational Psychologist.
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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 students. All students, regardless of their ability and/or additional needs, have full access to the curriculum. All students are able to boost their independent learning and literacy skills through application throughout the curriculum. Assessments (including dyslexia screening) are used to identify students who need specific interventions. Regular pupil progress meetings are held every term to identify any children in need of additional support or intervention. 	<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 or one to one intervention includes: <ul style="list-style-type: none"> - literacy- reading, comprehension, spelling - handwriting - numeracy - speech and language - keyboard skills - motor and co-ordination skills - social skills - RWI catch up programme - TIS action plans 	<ul style="list-style-type: none"> Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities. Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. Careful differentiation includes the use of multi-sensory, outdoor learning, kinaesthetic and practical activities for pupils with individual needs. There is a focus on enabling the child to access learning eg through the provision of sensory breaks, additional visual resources etc.

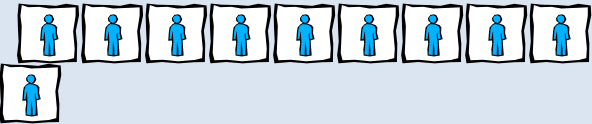


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4. Teaching and learning

<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"> • The whole school has a trained dyslexic champion and uses a 'dyslexia-friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Different groupings are identified for each class. • Preferred learning styles are used. • Learning Objectives are displayed and shared with all pupils. • Differentiated Success Criteria are 	<ul style="list-style-type: none"> • Class based staff share information and lesson plans to ensure that students with SEND have targeted support and provision. • Class based staff work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. • Children have PDR's or individual profiles to support their needs. • Independent student learning is supported by the use of technology. • Special examination arrangements are put in place for internal and external 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning following their personal learning plan. • Additional support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Outreach from special school requested for advice on teaching and learning. E.g CDC. • Pencil Grips • Speech and Language Support • Targeted phonic intervention • TIS




<p>Shared, toolkits and strategy posters used.</p> <ul style="list-style-type: none"> • Students' work is regularly marked and appropriate feedback is given. • Literacy/Numeracy is a priority for all staff: Key vocabulary and key terms should be displayed and discussed. • Alternative ways of recording are used. • Use of concrete equipment in numeracy • Individual rewards and praise • Learning walks and classroom monitoring to ensure high quality teaching is taking place. • Children are taught how to be good learners and there is a whole schools focus on the values at Ladock 	<p>tests and examinations (readers scribes etc).</p> <ul style="list-style-type: none"> • Nessy • Nurture provision • Phonics groups • Fun Fit • Sensory Breaks 	<ul style="list-style-type: none"> • Breakout/sensory rooms • Fidget toys • 1:1 TA supporting during taught sessions • Coloured reading rulers/paper • 1:1 reading • 1:1 Writing • Support from outside agencies (behaviour support, CAMHS, ASD Team, Educational Psychology, Cognition and Learning)
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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"> • Technology is available to aid Independence. 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence. 	<ul style="list-style-type: none"> • Teaching assistants working with students encourage them to be specific about what they need help




<ul style="list-style-type: none"> • Resources are available in all classrooms which promote independence • Students have access to : <ul style="list-style-type: none"> - visual timetables - ipads - chrome books - laptops • Students are encouraged to be independent • Students have access to literacy and numeracy resources to support them in lessons. • Weekly learning assemblies that focus on school values. 	<ul style="list-style-type: none"> • Students have personalised equipment to help them to learn, such as talking tins, overlays, maths resource kits and timers. • Trauma Informed Schools Approach 	<p>with, along with asking them what they have done already to find the help for themselves.</p> <ul style="list-style-type: none"> • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent • Personalised task boards and timetables are in place to support independence.
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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"> • PSHE / PSED / Circle Time sessions include all children using TIS Approach. • Counselling support services can be accessed where appropriate • Student issues are dealt with by trained Staff or by their trusted adult, as they arise. • School nurse service is available through parental referral. • PSHE lessons encourage health and wellbeing support for children • Risk assessments and safety policies are in place to ensure all children are safe within the school and whilst on trips. • We offer the Universal Free School Meals to all Key Stage One children and encourage children in Key Stage 2 towards healthy eating • Head Teacher and two other members of staff are trained in Safeguarding to Designated Person level 	<ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> - self-esteem - social skills - anger management • Risk assessments carried out. • Fun Fit are targeted to help children with coordination issues. • Teacher or TA support for children who are experiencing emotional issues. This may take to form of small group circle time or TIS activities. • Children who have eating issues are supported by a buddy, trusted adult and our food provider. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for students can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - Dreadnought - Penhaligans Friends - Music therapy - Play therapy • Students with specific medical conditions have individual health care plans. • TA's support children with specific needs e.g physiotherapy under supervision from outside agencies. • TIS




<ul style="list-style-type: none"> • As part of our commitment to integrated working we welcome visits from outside agencies such as School Dental Service and the School Nursing Service • The majority of our staff are paediatric first aiders. 		
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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> 
<ul style="list-style-type: none"> • All students have opportunities for social interaction, regardless of need • All students are invited on trips and visits subject to necessary risk assessment. • Children have roles and responsibilities • Older children support younger children eg in the lunch hall or as playground pals. 	<ul style="list-style-type: none"> • All children are encouraged to join clubs held within the community. • More able children are encouraged to take part in sessions at the local secondary schools. (The Roseland Community College) • There are staff trained in 'Team Teach' • We have specialist outdoor areas for both the Nursery and the Reception classes, which include a covered area, sand and water play and space to use large outdoor toys and vehicles 	<ul style="list-style-type: none"> • Students individually supported by TA's to enable their attendance at after school clubs or events when appropriate. • Support from external agencies are sought when situations arise e.g Childrens disability services, Vision support and hearing support.

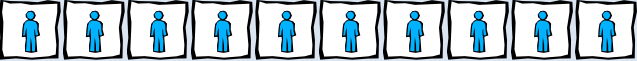


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8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND. • All facilities have wheel chair accessible classes. 	<ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons e.g cooking. • Adapted toilets available. 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent.

<ul style="list-style-type: none"> • Students feel safe and in an environment where bullying is acknowledged and dealt with effectively. • There is a named 'Designated Safeguarding Lead' (and deputies) and a named 'Child in Care' teacher. • All areas of the school endeavours to be an uplifting, positive and supportive learning environment through the Thrive Approach. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. 	<ul style="list-style-type: none"> • Some toilets adapted by height. • Adjustable chairs/ tables can be made available. • There are named adults who are 'team teach' 	<ul style="list-style-type: none"> • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Sensory equipment is purchased as required – head phones, chew and fiddle objects.
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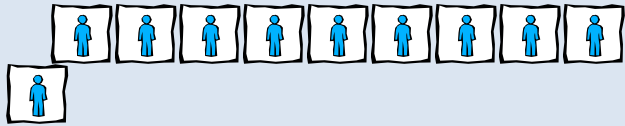


9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • There are links with feeder pre-schools. Pastoral leads identify students who may need extra support at transition. • Primary children visit local secondary schools regularly. 	<ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition. 	<ul style="list-style-type: none"> • The SENCO or head of school attends annual statement & EHC reviews. • Students have a structured and gradual transition package from

<ul style="list-style-type: none"> • Nursery/Secondary staff visit school to support transition. • Transition events are available and accessible to all pupils across key stages/year groups and settings. • Buddy systems are in place for all children who start school at Ladock Primary School. • Trusted adults are chosen by each child so they have an identified person to talk with who they feel comfortable with. • All areas of the school are accessible to everyone including those students with SEND. • Students feel safe and in an environment where bullying is acknowledged and dealt with effectively. • There is a named 'Designated Safeguarding Lead' (and deputies) and a named 'Child in Care' teacher. • All areas of the school endeavours to be an uplifting, positive and supportive learning environment through the TIS Approach. 	<ul style="list-style-type: none"> • Students identified as possibly struggling with transition have many additional visits in small groups. • SENDCo liaises with Secondary schools and pre-schools to ensure all information is shared before transition where possible • Additional group Year 6 Transition is planned for more vulnerable groups of children or children who are feeling anxious over the move 	<p>setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</p> <ul style="list-style-type: none"> • Information booklets are prepared to support transition – familiarise children with the room and staff. • Additional visits are arranged for pupils who require this.
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<ul style="list-style-type: none"> • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. 		
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The Strategic MAT SENCO has completed the National Qualification for Special Needs. • We have members of staff who are team teach trained and share behaviour strategies through Team Teach and TIS Approaches. • All staff receive training and updates on a regular basis regarding changes, updates to special educational need. 	<ul style="list-style-type: none"> • SENCO is experienced and is up to date and aware of different interventions and possible provisions. SENCO has completed SEND Qualification, Masters level Degree. • SEN Lead currently training for the SEND qualification. • We have a Dyslexic champion to support colleagues meet the needs of pupils in our classes, carry out Dyslexic screening tests and write 	<ul style="list-style-type: none"> • Head of School and SENCO knows how to access specialist and individualised support from agencies. • We have a member of staff who undertakes any dyslexia screening and supports staff with action plans to support individual pupils. • When we have a child who requires specialist help we try to ensure that TAs and teachers working with those

<ul style="list-style-type: none"> • Named Governor Roosje Rautenbach • who is an advocate for special needs offering support to parents/carers and pupils. • Family Information Service website is available for parents and staff to access guidance and advice. • Subject leaders attend outside training in their fields and deliver targeted training. • Trust provide additional training for staff. • Safeguarding training is reviewed via the Annual Safeguarding Audit, and the Designated Officer delivers training in house at regular intervals in accordance with the guidelines. This includes Esafety training which is also offered to parents. 	<p>action plans to support individual pupils</p> <ul style="list-style-type: none"> • Outside agencies/specialists provide training to meet needs and support. 	<p>children have as much support and training as possible.</p> <ul style="list-style-type: none"> • When we have had children who are wheelchair users or require lifting we have had regular manual handling courses for staff to ensure both their safety and the wellbeing of adults working with them. • Intimate care plans are drawn up when intimate care is required.
<p>11. Services and organisations that we work with:</p>	<p>What they do in brief</p>	<p>Contact details</p>
<p>Educational Psychology Team</p>	<p>Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.</p>	<p>Holly Mann</p>

Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	01208 834488
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Social Workers	Offer support and advice to families. They work with school and home to ensure children are cared for and looked after.	Cornwall Council Children's, Schools and Families Team
Parental Support Advisor	A parental support advisor (PSA) provides a seamless link between home and school which enables a child's well-being and promotes a positive attitude towards education.	Contact through school 01726 842595
Scope	Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children.	01726 212706 cornwall@scope.org.uk
School Nurse	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	Referrals made through the Early Help Hub
Cognitive and learning Service	This service works closely with schools, children/young people, parents/carers and	Cognition and Learning team cognitionandlearning@cornwall.gov.uk

	the Cornwall Dyslexia Association to ensure the successful inclusion of children and young people on the dyslexic continuum. It does this through working with individual children, young people and their families, consultation and training.	
Educational Welfare Officer	Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. At Ladock Primary School we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise	Contact via school: 01726 842595
Autism Spectrum Team	Support for children with an ASD diagnosis that fit the criteria for support	Katie Frampton Autism Team 01872 323210

12. Pupil progress

Pupil progress is monitored termly in a range of ways, through various pupil assessments. Any pupil who is not on track to meet their end of year expectations or who has made no progress is discussed during Pupil Progress Meetings. These meetings take place with the Class Teacher, Head and SENDCo and additional support for these pupils is discussed and put in place. Decisions about intervention and SMART targets are recorded on a termly PDR's (Plan Do Review) for each child. Class Teachers also meet with parents to inform them of their child's progress and how we propose to support them in school. They are able to discuss ways the parents can help and parents have also got the opportunity to make an appointment to speak with the SENDCo, should they wish. We adopt an "open-door" policy and encourage parents to share their thoughts and worries promptly in order to ensure the best provision for their children.

13. How we know how good our SEN provision is

At Ladock Primary School we are always monitoring and evaluating the quality of our SEN provision. We carry out an annual self-evaluation audit alongside the governor responsible for Special Educational Needs. We monitor our provision through governor monitoring visits, SENCO observations and learning walks and conversations with pupils. We then put in place a development plan to lead SEN forward. We also ask parents for feedback and comments during review meetings and through parental questionnaires. In terms of intervention and specific provision there is an entrance and exit assessment made to ensure the pupils are making progress

from the provision. We make any appropriate adaptations as necessary. We have recently had an independent SEN review and actions from this visit have helped form part of the SEN action plan.

14. If you wish to complain

If you feel that you have concerns about your child's SEN provision then we urge you to contact school in the first instance, speaking to either the class teacher, SEN Lead (Miss Green) /SENDCo (Sarah Swift) /Head of School (Chris Stoyles). Concerns may then be escalated if necessary to the SEN Governor (Rachel Carbis) or to the Chair of Governors (Andrew Nicholson) or to the Board of Directors at Celtic Cross Education.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childreusservicedirectory.org.uk>