



## The Aspire Academy Trust

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

Here at Biscovey Nursery and Infants' Academy we are committed to ensuring that every child is offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum.

Our commitment to the "unique child" in terms of development, inclusion, safety and well-being moves the identification of need away from the "special" category into the belief of fostering positive outcomes for all our children, to meet our school ethos of "Where Happy Children Learn to Succeed!"

We have highly trained teachers and teaching assistants who can help and support children who are experiencing any difficulties and Miss Morcom coordinates this work across the whole school. If we feel that your child is experiencing particular difficulties we will, of course, talk to you about this so that you are aware of what we are doing to support your child and can help with this at home.




Link to Special Educational Needs Policy  
<http://www.biscovey-inf.cornwall.sch.uk/website/dsen/247643>

Link to Accessibility Plan & Audit  
<http://www.biscovey-inf.cornwall.sch.uk/website/dsen/247643>




Name and contact details of the Special Educational Needs and Disabilities Coordinator: **Gemma Morcom**  
[gemma.morcom@biscoveyinfants.org.uk](mailto:gemma.morcom@biscoveyinfants.org.uk) ; 01726 812006.

## The levels of support and provision offered by the Aspire Academy Trust

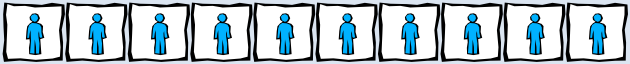
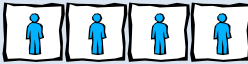

### 1. Student Voice -Listening to and responding to children and young people

<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"> <li>• The views and opinions of all students are valued.</li> <li>• Student voice is represented in all aspects of school.</li> <li>• Student voice is heard through: <ul style="list-style-type: none"> <li>- School Council</li> <li>- Pupil Conferencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are included in all pupil conferencing.</li> <li>• Additional provision is developed in light of student voice where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the views of the student.</li> <li>• Student's views are an integral part of TAC meetings and DSEN reviews.</li> <li>• Students are supported in 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>• Where possible we have an open door policy.</li> <li>• The parents/carers are invited to attend parent/carer consultation evenings.</li> <li>• Parent/carers know exactly who to contact if they have any concerns.</li> <li>• The school website and class pages enables parent/carers to understand more about what their young children are learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend extra-curricular activities where appropriate.</li> <li>• Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework.</li> <li>• Websites are available to support parents with homework.</li> <li>• Parents are able to contact school re concerns at any time.</li> <li>• Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate.</li> <li>• Parent/carer's views are an integral part of TAC meetings and DSEN reviews.</li> <li>• Advocacy is available to ensure the above.</li> <li>• All documentation can be presented in a format that is accessible to individual parents. (Please ask at Reception).</li> <li>• Parents are encouraged to join in with school trips where appropriate.</li> <li>• Parents are encouraged to engage in one-to-one reading and activities.</li> <li>• Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book</li> <li>• We offer Family Thrive sessions for parents of children attending Thrive intervention.</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 designed to ensure the inclusion of all students.</li> <li>• All students, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>• All students are able to boost their independent learning and literacy skills through application throughout the curriculum.</li> <li>• Assessments and whole school screenings in certain areas are used to identify students who need specific interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention packages are bespoke and needs led.</li> <li>• The progress of students taking part in intervention groups is measured on a regular basis.</li> <li>• The intervention packages are adapted in light of student progress.</li> <li>• Small group intervention includes: <ul style="list-style-type: none"> <li>- literacy- reading, comprehension, spelling</li> <li>- handwriting</li> <li>- numeracy</li> <li>- speech and language</li> <li>- motor and co-ordination skills</li> <li>- social skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are supported in following their interests, and chosen curriculum, regardless of their DSEN and/or disabilities.</li> <li>• Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> <li>• In exceptional circumstances students can be disapplied from some subjects.</li> </ul>

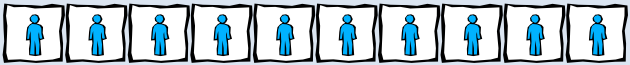
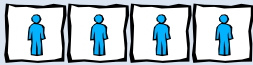

## 4. Teaching and learning

<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, where differentiated teaching and outcomes are used to ensure the progress of all students.</li> <li>• The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</li> <li>• Different level groupings are identified for each class.</li> <li>• Preferred learning styles are used.</li> <li>• Learning Objectives are displayed in child friendly talk and shared with all pupils.</li> <li>• Differentiated Success Criteria are displayed.</li> <li>• Students' work should be regularly marked.</li> <li>• According to school Literacy/Numeracy is a priority for all staff: Key vocabulary and key terms should be displayed and discussed.</li> <li>• Alternative ways of recording are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Class based staff share information and lesson plans to ensure that students with DSEN have targeted support and provision.</li> <li>• Class based staff work with small groups to: <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence</li> <li>- keep students on task.</li> </ul> </li> <li>• Independent student learning is supported by the use of technology.</li> <li>• Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc).</li> <li>• Homework support is available where requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided enabling independent learning.</li> <li>• One-to-one 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.</li> <li>• Outreach from special school requested for advice on teaching and learning.</li> </ul>




## 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>• Technology is available to aid Independence.</li> <li>• Resources are available in all class-rooms containing which promote independence</li> <li>• Students have access to : <ul style="list-style-type: none"> <li>- visual timetables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom they facilitate independence.</li> <li>• Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants working one-to-one with students 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.</li> <li>• 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</li> <li>• Personalised task boards and timetables are in place to support independence.</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>• PSHE lessons include all students using the Rtime approach.</li> <li>• There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs.</li> <li>• Peer mentors/buddies/welfare ambassadors are trained to support fellow students.</li> <li>• Bereavement support is available.</li> <li>• Student issues are dealt with by trained staff, as they arise.</li> <li>• School nurse service is available through parental referral.</li> </ul>	<ul style="list-style-type: none"> <li>• Time limited and monitored groups address: <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- anger management</li> </ul> </li> <li>• Risk assessments carried out.</li> <li>• Fun Fit' targeted to help children with coordination issues.</li> <li>• Teacher or TA support for children who are experiencing emotional issues. This may take to form of small group circle time, Thrive activities or R-Time.</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</li> <li>• Boxall profiling/Thrive assessments are used to tailor provision to need</li> <li>• Additional support for students can be requested from <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Aspire Trust School</li> <li>- Penhaligans Friends</li> <li>- Educational Psychologists</li> <li>- Behaviour Support</li> </ul> </li> <li>• Students with specific medical conditions have individual health care plans.</li> <li>• B-Squared/P-Scales are used where needed to tailor provision to the correct level.</li> </ul>

## 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"> <li>• All students have opportunities for social interaction, regardless of need</li> <li>• All students are invited on trips and visits subject to necessary risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive sessions focus on social interaction where highlighted as an area of need.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 sessions can work on social interaction skills, an individual action plan will highlight areas of need and other children introduced to situations slowly to build confidence in social situations.</li> </ul>



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

<p>Whole school approaches The universal offer to all students</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 students with DSEN.</li> <li>• All facilities have wheel chair accessible classes.</li> <li>• Students feel safe and in an environment where bullying is acknowledged and dealt with effectively.</li> <li>• There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</li> <li>• All areas of the school are uplifting, positive and support learning.</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment</li> <li>• The rewards and sanctions system is robust and displayed around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-slip, non-breakable equipment available in practical lessons.</li> <li>• Adapted toilets available.</li> <li>• Some toilets adapted by height.</li> <li>• Adjustable chairs/ tables can be made available.</li> <li>• There are named adults who are 'team teach' trained</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment in practical lessons enables disabled students to be independent.</li> <li>• Classrooms/halls/corridors are made accessible for young people with sensory needs.</li> <li>• We have a multi-sensory room which is accessible to children with sensory needs or just requiring some quiet time out from the classroom.</li> </ul>

## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• There are strong links with feeder Nursery schools. School staff identify students who may need extra support at transition.</li> <li>• Year Two children visit the junior school next door regularly.</li> <li>• Nursery staff visit children before they start at school.</li> <li>• Transition events are available and accessible to all pupils across key stages/year groups and settings.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition.</li> <li>• Students identified as possibly struggling with transition have many additional visits in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCO attends annual statement &amp; EHCP reviews.</li> <li>• Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</li> </ul>

## **Answers to frequently asked questions:**

### **1. How does Biscovey Nursery and Infants' Academy know if children need extra help?**

We know when a child needs help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the child's behaviour or progress

The class teacher is the initial point of contact for responding to parental concerns or if you still have concerns then contact Mr Pears (Headteacher) or Miss Morcom (SENDCo).

### **2. How will I know how Biscovey Nursery and Infants' Academy support my child?**

Each child's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc., then the child may be placed in a small focus group. This will be run by the teacher and/or teaching assistant. The length of time of the intervention will vary according to need but will generally be for under a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on a provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCo.

Child Progress Meetings are held each term. This is a meeting where the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a child may need more expert support from an outside agency such as the Speech and Language Therapist, Paediatrician etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

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

When a child has been identified with special needs the class teacher will ensure that the child can access the curriculum appropriately.

Class Teachers and/or Teaching Assistants (TAs) may work with the child in a 1:1 or small focus group to target more specific needs.

The child's progress will be monitored by the SENDCo and discussed with the parents formally at a meeting, usually the parental consultation, three times per year.

If appropriate, specialist equipment may be given to the child e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

### **4. How will I know how my child is doing?**

You will be able to discuss your child's progress at Parental Consultations and the SENDCo, where possible, will be present at these meetings.

Your child's class teacher will be available at the end of each day if you wish to raise a concern. Arrangements can be made to speak in more detail to the class teacher or SENDCO at any time by requesting this directly to the class teacher and/or SENDCo.

### **5. How will you help me to support my child's learning?**

The class teacher may suggest ways of how you can support your child.

Miss Morcom may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

If outside agencies or the Educational Psychologist have been involved, suggestions are normally provided that can be used at home.

### **6. What support will there be for my child's overall well-being?**

The school offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. We complete whole school screening using the 'Thrive approach' three times a year, which highlights children who may be having difficulties socially and/or emotionally. Interventions can then be put into place.

If a child has a medical need then a Care Plan is compiled either by school staff in consultation with

parents/carers or with the support of the prescribing medical practitioner. These are discussed with all staff who are involved with the child in school.

Staff receive 'epipen' training delivered by the school nurse where required.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

The majority of staff have paediatric first aid training.

A number of staff are trained in 'Team Teach'.

## **7. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies in order for a child to receive their entitlement and for us as a school to access more specialised expertise. The agencies generally used by the school include:

- Speech and Language Therapist
- Educational Welfare Officers
- School Nurse
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Behaviour Support
- Occupational Therapy
- Autistic Spectrum Team

- Equality and Diversity Team
- Early Support

### **8. What training are the staff supporting children and young people with DSEN had or are having?**

Members of staff, both teachers and TA's have received training related to DSEN. Additional training needs are identified and met depending on the children attending the school and their specific needs.

Miss Morcom has completed and gained the qualification 'National Award for Special Educational Needs Co-ordination' in 2013.

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

Activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

The school grounds and outdoor learning are accessible for all children.

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

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- toilets adapted for disabled users.

- wide doors in some parts of the building.
- the school grounds and outdoor learning are accessible for all children.

### **11. How will the school prepare and support my child when joining Biscovey Nursery and Infants' Academy or transferring to a new school?**

Many effective strategies are in place to enable each child's transition to be as smooth as possible. These include:

- home/school visits prior to joining us.
- A booklet of the new class and adults is given to children with DSEN before the Summer holiday to allow them to familiarise themselves before returning to school.
- discussions between the previous or receiving schools prior to the child joining/leaving.
- all children moving into the school have at least one Transition Session where they spend time with their new class teacher. Additional visits are also arranged for children who need extra time in school.
- where possible class teachers meet parents/carers prior to their child joining the school.
- Junior school staff visit the children in school prior to them joining their new school.
- Miss Morcom will liaise with the SENDCo's from the previous setting/school and child's new schools to pass on information regarding DSEN children.
- Where a child may have more specialised needs, a separate meeting may be arranged with Miss Morcom, staff from the new school, the parents/carers and where appropriate the child.
- Miss Morcom takes children we feel would benefit for an extra visit(s) to the adjoining Junior school to reduce anxiety.



- Days are set aside at the end of the School Year where all Year Two children spend time in their new school/class before breaking up for the Summer holiday.

## **12. How are the school's resources allocated and matched to children's special educational needs?**

The DSEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at child progress meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances.

## **13. How is the decision made about how much support my child will receive?**

These decisions are made in consultation with class teacher, the SENDCo and Senior Leadership Team. Decisions are based upon termly tracking of a child's progress and as a result of assessments by outside agencies.

During their time with us in school, if further concerns are identified due to the child's lack of progress or well-being then other interventions may be arranged.

## **14. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher who is available at the start and end of each day or during Parental Consultations
- during discussions with Miss Morcom or other professionals.

### **15. Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact either the SENDCO or the Head Teacher.

We hope we have answered any queries you may have but do not hesitate to contact the school if you have further questions.

### **Useful websites:**

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

<https://www.cornwall.gov.uk/earlyhelphub>

[www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk)