

**Biscovey Nursery and Infants' Academy**  
**Our SEN Information report**

Date **July 2018.**

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 Mrs Wilson co-ordinates 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 SEN Policy

[http://www.biscoveyinfants.org.uk/website/special\\_educational\\_needs/307212](http://www.biscoveyinfants.org.uk/website/special_educational_needs/307212)

Link to our school's Equality Objectives

[http://www.biscoveyinfants.org.uk/website/special\\_educational\\_needs/307212](http://www.biscoveyinfants.org.uk/website/special_educational_needs/307212)

Link to our school's Accessibility Plan/Policy

[http://www.biscoveyinfants.org.uk/website/special\\_educational\\_needs/307212](http://www.biscoveyinfants.org.uk/website/special_educational_needs/307212)

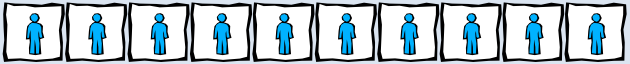


**Name of the Special Educational Needs/Disabilities Coordinator:**

**Contact details:**

**Mrs Gemma Wilson. 01726 812006**




## 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> 
<p>The views and opinions of all students are valued.</p> <p>Student voice is represented in all aspects of school.</p> <p>Student voice is heard through:</p> <ul style="list-style-type: none"><li>• School Council</li><li>• Pupil Conferencing</li></ul> <p>We work closely with parents and carers to discuss their and their child's concerns with staff at the earliest opportunity.</p> <p>There are opportunities twice a year for parents and their child to talk to the class</p>	<p>Students with SEND are included in all pupil conferencing.</p> <p>Additional provision is developed in light of student voice where appropriate.</p>	<p>Individual support is responsive to the views of the student.</p> <p>Student's views are an integral part of TAC meetings and DSEN reviews.</p> <p>One page profiles are used for some pupils.</p> <p>Students are supported in target setting. This is recorded on the IEP. New plans are agreed each term at pupil progress and IEP meetings.</p> <p>For children with an Education health Care plan (EHCP) there is an Annual Review meeting where the views of the pupils are considered and recorded.</p>




teacher at parent consultation meetings. Children are encouraged to communicate through pupil voice.		
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## 2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>The school works in partnership with all parents and carers.</p> <p>Where possible we have an open door policy.</p> <p>The parents/carers are invited to attend parent/carer consultation evenings twice yearly.</p> <p>Parent/carers know exactly who to contact if they have any concerns.</p> <p>The school website and class pages enables parent/carers to understand more about what their young children are learning.</p> <p>We support parents in using the OFSTED online Parent View.</p> <p>We aim to respond to the needs of our parents</p>	<p>Families are invited to attend extra- curricular activities where appropriate.</p> <p>Families are invited to attend information sessions linked to supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework.</p> <p>Websites are available to support parents with homework.</p> <p>Parents are able to contact school about any concerns at any time.</p> <p>Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial.</p>	<p>Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate.</p> <p>Parent/carer's views are an integral part of TAC meetings and DSEN reviews.</p> <p>Advocacy is available to ensure the above.</p> <p>All documentation can be presented in a format that is accessible to individual parents. (Please ask at the office).</p> <p>Parents are encouraged to join in with school trips where appropriate.</p> <p>Parents are encouraged to engage in one-to-one reading and activities.</p>




and are happy for example to support parents in filling out forms and accessing support from outside agencies.		Parents / Carers are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book
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### 3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>The curriculum is designed to ensure the inclusion of all students.</p> <p>All students, regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>All students are able to boost their independent learning and literacy skills through application throughout the curriculum.</p> <p>Assessments and whole school screenings in certain areas are used to identify students who need specific interventions.</p>	<p>Intervention packages are bespoke and needs led.</p> <p>The progress of students taking part in intervention groups is measured on a regular basis.</p> <p>The intervention packages are adapted in light of student progress.</p> <p>Small group intervention includes:</p> <ul style="list-style-type: none"> <li>- literacy</li> <li>- reading</li> <li>- comprehension</li> <li>- spelling</li> </ul>	<p>Students are supported in following their interests, and chosen curriculum, regardless of their DSEN and/or disabilities.</p> <p>Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.</p> <p>In exceptional circumstances students can be disapplied from some subjects/assessments.</p>




	<ul style="list-style-type: none"> <li>- handwriting</li> <li>- numeracy</li> <li>- speech and language</li> <li>- motor and co-ordination skills</li> <li>- social skills</li> </ul>	
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#### 4. Teaching and learning




Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>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.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Different level groupings are identified for each class.</p> <p>Preferred learning styles are used.</p> <p>Learning Objectives are displayed in child</p>	<p>Class based staff share information and lesson plans to ensure that students with DSEN have targeted support and provision.</p> <p>Class based staff work with small groups to:</p> <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence</li> </ul>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>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.</p> <p>Outreach from special schools requested for advice on teaching and learning.</p>

<p>friendly talk and shared with all pupils.</p> <p>Differentiated Success Criteria are shared.</p> <p>Students' work is regularly marked in a way that the children can understand.</p> <p>According to school Literacy/Maths is a priority for all staff: Key vocabulary and key terms should be displayed and discussed.</p> <p>Alternative ways of recording are used.</p>	<p>- keep students on task.</p> <p>Independent student learning is supported by the use of technology.</p> <p>Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc).</p> <p>Homework support is available where requested.</p>	
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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> 
<p>Technology is available to aid independence.</p> <p>Resources are available in all classrooms which promote independence e.g. word mats, practical equipment, VCOP walls.</p> <p>Students all have access to a visual timetable.</p>	<p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</p>	<p>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.</p> <p>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.</p> <p>Personalised task boards and timetables are in place to support independence.</p>




## 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> 
<p>PSHE lessons include all students using the Rtime approach.</p> <p>There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs.</p> <p>Bereavement support is available.</p> <p>Student issues are dealt with by trained staff, as they arise.</p> <p>School nurse service is available through referral via the Early Help Hub.</p>	<p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- anger management</li> </ul> <p>Risk assessments carried out.</p> <p>‘Fun Fit’ targeted to help children with coordination issues.</p> <p>Teacher or TA support for children who are experiencing emotional issues. This may take to form of small group circle time, TIS activities or R-Time.</p>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p> <p>Boxall profiling/TIS assessments are used to tailor provision to need</p> <p>Additional support for students can be requested from</p> <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>• School Nursing Team</li> <li>• Speech and Language Therapist</li> </ul> <p>Students with specific medical conditions have individual health care plans.</p> <p>B-Squared/P-Scales are used where needed to tailor provision to the correct level.</p>

## 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
		
<p>All students have opportunities for social interaction, regardless of need.</p> <p>All students are invited on trips and visits subject to necessary risk assessment.</p>	<p>Trauma Informed School (TIS) sessions focus on social interaction where highlighted as an area of need.</p>	<p>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.</p>




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

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>All areas of the school are accessible to everyone including those students with DSEN. (See Accesibility Audit).</p> <p>All facilities have wheel chair accessible classes.</p> <p>Students feel safe and in an environment where bullying is acknowledged and dealt with effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and</p>	<p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Adapted toilets available.</p> <p>Some toilets adapted by height.</p> <p>Adjustable chairs/ tables can be made available.</p> <p>There are named adults who are</p>	<p>Specialist equipment in practical lessons enables disabled students to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p> <p>We have 'The Nest' which is accessible to children requiring some 'quiet time' out from the classroom or who have been highlighted as requiring some additional support for</p>






<p>deputies) and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment</p> <p>The rewards and sanctions system is robust and displayed around the school.</p>	<p>'team teach' trained.</p>	<p>social or emotional needs.</p>
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## 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> 
<p>There are strong links with feeder Nursery schools. School staff identify students who may need extra support at transition.</p> <p>Year Two children visit the junior school next door regularly.</p> <p>Nursery staff visit children at home/previous settings before they start at school.</p> <p>Transition events are available and accessible to all pupils across key stages/year groups and settings.</p>	<p>'Buddy' or peer systems are in place for students who are particularly vulnerable at transition.</p> <p>Students identified as possibly struggling with transition have many additional visits in small groups.</p>	<p>The SENCO attends EHCP reviews.</p> <p>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.</p>

## 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> 
	<p>All staff have had initial TIS training.</p> <p>6 members of staff have completed the full TIS training.</p>	<p>Level 3 Multi Agency Child Protection Training for 4 members of staff.</p> <p>The SENDCo has completed the Masters Level -National Award for SEN Co-ordination in 2012.</p>

## 11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>Educational Psychology</b>	<b>Attend school to carry out cognitive assessments on individual pupils: to do lesson observation:to advise staff.</b>	<b>01726 76519</b>
<b>Speech and language Therapy</b>	<b>Assess monitor and provide Care Plans for individual pupils.</b>	<b>Darren.morrison@nhs.net</b>
<b>Early Help Hub</b>	<b>A Triage Team which allocates the most appropriate help.</b>	<b>earlyhelphub@cornwall.gov.uk</b>
<b>Inclusion Officer</b>	<b>Provides help and advice across the Trust</b>	<b>Evelyn Kyne 0772565707</b>

<b>SCIP</b>	<b>Supporting change in partnership for children with complex needs,</b>	<b>earlyhelphub@cornwall.gov.uk</b>
<b>ASD TEAM</b>	<b>Supporting children who have a diagnosis of ASD.</b>	<b>01872 323195</b>
<b>CAMHS</b>	<b>Primary mental health worker</b>	<b>01726 873292</b>
<b>Teacher of the Deaf</b>	<b>Support for children who have a hearing impairment.</b>	<b>01726 61004</b>

## 12. Pupil progress

Class Teachers are constantly assessing pupils' within their classes. A summative assessment is then recorded each half term and from this pupil progress meetings are held with the Senior Leadership Team. This is a chance to discuss progress made, highlight any children who are not doing as well as expected and put additional interventions/support in place if required. If we feel outside agencies need to be involved, we will talk to parents/carers first and share our concerns before taking any additional steps.

## 13. How we know how good our SEN provision is

Through the above pupil progress meetings, we will look at children who are on our record of need for SEN and monitor progress. This allows us to adapt provision to better suit pupils if required and to get an additional support into school if needed.

## 14. If you wish to complain

In the first instance, we encourage parents to speak with the SENDCo to see if there is anything further we can do. If this is not satisfactory, you can speak with the Head of School and then the Executive Principal.

**Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)**

## **Answers to Frequently asked Questions**

### **1 How do people in school know if a pupil needs 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 Ms Sally Olford (Aspire Director) or Mrs Wilson (SENDCo).

### **2. What should I do if I think my child may have special educational needs?**

Firstly, speak with your child's class teacher to see if they have the same/similar concerns. If this is the case, an appointment can be made with the School SENDCo to discuss these concerns and plan where to go next. This usually means that your child will receive an Individual Education Plan, which will outline additional support that the school will provide in order to better access the curriculum. This is will then be reviewed and new targets set. If after this intervention progress is still slow, outside agencies may be involved. You will always be involved in this process and updated throughout.

### **3. Who is responsible for the progress and success of my child in school?**

All children are ultimately the responsibility of their class teacher. It is their responsibility to ensure that your child makes progress and enable them to access the curriculum at their level. The School SENDCo is there to support the class teacher where required, support in making referrals to outside agencies and to offer support and guidance where required.

### **4. How is the curriculum matched to my child's needs?**

We offer a broad and balanced curriculum. All teachers are expected to differentiate the learning to meet the needs of the pupils in their class.

### **5. How do school staff support me/my child?**

At all times parents will be involved in decision making around their child. As a school we do our best to meet the needs of a pupil, taking into account their own and parents views. We use a range of outside agencies who can support us as a school and these agencies will also liaise with you as parents to ensure you are happy and understand what is being discussed and agreed.

6. How will I, and my child, know how well they are doing?

Throughout the year, there are two parents evening and a written school report sent home. Children with SEN will also meet with the SENDCo at least termly to discuss progress and targets.

7. How can you help me to support my child's learning?

As a school we offer a range of training to support you in supporting your child. If we are not currently offering support in an area you would be interested in please let a member of staff know and we will be more than happy to support you.

8. What support is there for my child's overall wellbeing?

As a school, we are currently using a programme called 'Trauma Informed Schools' (TIS) – this is a programme which supports children's well-being, gives children a chance to reflect and express themselves. A 'trauma' can be something as simple as a house move, a pet dying, a change of school.

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

All staff have undergone a full DBS check and the interview panel have completed the Safer Recruitment training. All staff has received Child protection training and we have a Safeguarding team in place who meets regularly.

10. How is my child included in activities outside the classroom including school trips?

It is expected that all children will take part in all activities outside of the classroom. Extra provisions are put into place to support this. On some occasions we may ask parents to accompany their child on a trip to ensure their safety. This will always be discussed with you.

11. How accessible is the school environment?

Our whole school is accessible, where there are steps, there is also ramp access. Please see the Accessibility Audit.

12. How will school prepare and support me/my child through the transition from key stage 1 to key stage 2 and beyond?

As an Infant School, we are fortunate to have good links with the Junior school, we work closely together year after year to ensure a successful transition into Year Three for all of our pupils. We have transition days where our Year Two pupils spend a couple of days in their new classes prior to the Summer holidays and also plan additional trips/activities.