



## The Aspire Academy Trust

### St Minver School's 'Local Offer' for Special Educational Needs and Disability (SEND)



St Minver School is a one form entry Primary School situated in a rural setting within North Cornwall. As part of the Aspire Multi-Academy Trust and Achievement for All Schools we work closely with parents, pupils and other professional services using structured conversations within a graduated approach to Assess, Plan, Do and Review support for all pupils in our care to remove all barriers to pupils and their learning.

In School there is currently 209 pupils on roll.

There are currently 26 pupils on the Record of Need within the School.

Of this percentage of the school population 22 pupils have additional support with 4 pupils of the school Population having a statement of SEN or an Educational Health Care plan as outlined in the new SEN code of Practice 2014.

**[Link to Special Educational Needs Policy](#)**




**[Link to Equality and Diversity Policy](#)**

**[Link to Access Plan](#)**

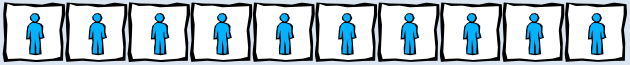
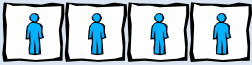

SENCo –Sally Hewitt, PL27 6QD  
SENCo HLTA – Trish Warne, PL27 6QD

## The levels of support and provision offered by St Minver School

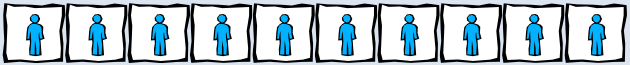
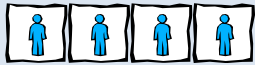

## 1. A Pupil's Voice -listening to and responding to children

<p>Whole school approaches The universal offer to all children</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 pupils are valued.</li> <li>• The pupil's voice is represented in all aspects of school.</li> <li>• The pupil's voice is heard through: <ul style="list-style-type: none"> <li>- Questionnaires</li> <li>- School Council</li> <li>- Feedback through marking</li> <li>- Class discussion</li> <li>- Circle Time in KS1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are consulted during the 'Initial Concern' and 'Additional Support' phase in terms of a view point on their progress, strengths, aspirations and any concerns they may have.</li> </ul>	<ul style="list-style-type: none"> <li>• Where appropriate, a pupil's views are an integral part of TAC meetings.</li> <li>• Pupils are supported in a target setting.</li> <li>• Pupil's views are gained as cited in Additional, targeted support and provision.</li> </ul>

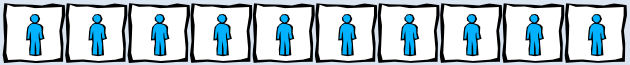
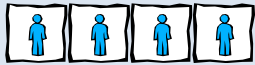

## 2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The school works in partnership with all parents and carers.</li> <li>• The parent/carer is invited to attend a parent or carer/teacher evening.</li> <li>• Parent/carers know exactly who to contact if they have any concerns.</li> <li>• The school website enables the parent/carer to understand more about what their child is learning.</li> <li>• A Parent questionnaire is sent home addressing specific issues.</li> <li>• Parents of children with a medical concern are consulted annually about an impact a medical condition has on a child being fully included.</li> <li>• Parents are signposted to multi-agency support.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend extra-curricular activities where appropriate.</li> <li>• Websites are available to support parents with homework.</li> <li>• Parents are able to contact school re concerns at any time in person, by phone, by email, home/school book or by Facebook.</li> <li>• Parents are invited to discuss their child's progression with the class teacher and/or SENCO HLTA when a concern has been raised for a child's progress, and when a child's progress is reviewed.</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>• A parent/carer's views are an integral part of a TAC meeting and a SEND Review.</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.</li> <li>• Parents are encouraged to join in with school trips where appropriate.</li> <li>• Parents are contacted regularly by the SENCO HLTA either by phone, email or a letter home.</li> <li>• Parents are encouraged to share their concerns and the concerns of Health Professionals in order to address the issues and concerns that there are for a child holistically.</li> </ul>

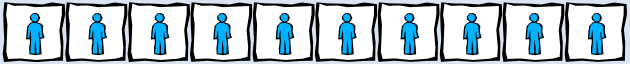


### 3. The curriculum

<p>Whole school approaches. The universal offer to all children</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 pupils.</li> <li>• All pupils, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>• The Dyslexia Screening test, Schonell Spelling test, Salford reading test and BVPS test are used to identify pupils who need specific interventions.</li> <li>• Pupils are made aware of their next steps towards an objective in a visual format that is personalised to them.</li> </ul>	<ul style="list-style-type: none"> <li>• The progress of pupils taking part in intervention groups is measured on a regular basis.</li> <li>• The intervention packages are adapted in light of a pupil's progress.</li> <li>• Small group intervention includes: <ul style="list-style-type: none"> <li>- literacy- reading, phonics, comprehension, spelling</li> <li>- handwriting</li> <li>- numeracy</li> <li>- speech and language</li> <li>- social skills</li> <li>- auditory memory skills</li> <li>- gross/fine motor skills and coordination</li> <li>-visual processing skills</li> <li>-SATs boosters for Year 6 pupils</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> <li>• In exceptional circumstances pupils can be disapplied from some subjects.</li> </ul>

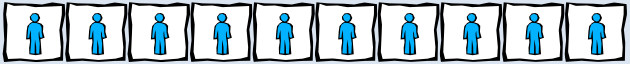


## 4. Teaching and learning

<p>Whole school approaches The universal offer to all children</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 pupils.</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 and shared with all pupils.</li> <li>• A pupil's work is regularly marked.</li> <li>• According to school Literacy/Numeracy is a priority for all staff: Key vocabulary and key terms are 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 pupils with SEND 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 pupils on task.</li> </ul> </li> <li>• Independent pupil 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided to enable independent learning.</li> <li>• One-to-one support is in place for pupils 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 a special school can be requested for advice on teaching and learning.</li> </ul>




## 4. Self-help skills and independence

<p>Whole school approaches The universal offer to all children</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, such as spell checkers in Year 5 and 6.</li> <li>• Resources are available in all class-rooms to promote independence.</li> <li>• Pupils have access to visual timetables.</li> <li>• Pupils are encouraged, year by year, to develop their self-help skills and independence.</li> <li>• All pupils have access to a regular homework club.</li> <li>• Pupils have visual aids and prompts displayed in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom they facilitate independence.</li> <li>• Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers, reading rulers, spell checkers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants working one-to-one with pupils 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> </ul>

## 5. Health, wellbeing and emotional support




<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• PSHE and R Time lessons include all pupils.</li> <li>• There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs.</li> <li>• Bereavement counselling is available from the EP Service.</li> <li>• Pupil issues are dealt with by trained staff, as they arise.</li> <li>• Resilience is promoted through competitive sporting events available to all where appropriate.</li> <li>• The School Nurse Service is available through parental referral.</li> <li>• Mixed ability peer support is integrated into lesson plans where appropriate.</li> <li>• Risk assessments and safety policies are in place to ensure all children are safe within school.</li> <li>• Pupils 'Buddy' up in class settings to provide peer support.</li> </ul>	<ul style="list-style-type: none"> <li>• An intervention group called 'Funky Friends' addresses <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- anger management</li> <li>- emotional wellbeing</li> <li>- friendship dynamics</li> </ul> </li> <li>• Risk assessments are carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies specific to a pupil's needs.</li> <li>• Additional support for pupils can be requested from <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Dreadnought</li> <li>- Aspire Trust School</li> <li>- Penhaligans Friends</li> <li>- Music therapy</li> <li>- Barnardos</li> <li>- Action for Children</li> <li>- Speech and Language Therapy</li> <li>- Behaviour Support Services</li> <li>- Autistic Spectrum Disorder Team</li> <li>- Physical Disabilities Team</li> <li>- Educational Occupational Therapy</li> <li>- Family Support Service</li> </ul> </li> <li>• Pupils with specific medical conditions have individual health care plans.</li> </ul>

## 7. Social interaction opportunities




<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All pupils have opportunities for social interaction regardless of need.</li> <li>• All pupils are invited on trips and visits subject to the necessary risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• All children are able to attend after school clubs.</li> <li>• Where appropriate pupils have access to a social interaction group called Funky Friends which focuses on a range of social skills to enable a pupil to fully interact with another child or adult.</li> <li>• Playground leaders support (Year 5) for those pupils who need to learn the rules of a game.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils are able to attend after school clubs.</li> <li>• Where appropriate pupils have access to a social interaction group called Funky Friends which focuses on a range of social skills to enable a pupil to fully interact with another child or adult.</li> </ul>



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

<p>Whole school approaches The universal offer to all children</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 pupils with SEND, other than the Gallery for wheelchair users.</li> <li>• All facilities, on the ground floor, have wheel chair accessible classes.</li> <li>• Pupils feel safe in an environment where bullying is acknowledged and dealt with effectively.</li> <li>• There is a named child protection officer, The '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>• An adapted toilet is available.</li> <li>• Some toilets are adapted by height.</li> <li>• A quiet room is available.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment in practical lessons enable disabled pupils to be independent.</li> <li>• Pupils who have profound and complex needs are supported 1:1 and are able to have access to a quiet room.</li> <li>• Designated teaching areas are available.</li> <li>• Designated teaching resources matched to pupils' needs are available.</li> <li>• 5 members of staff are Teamteach trained to manage challenging behaviour.</li> </ul>

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

<p>Whole school approaches The universal offer to all children</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. Pastoral leads identify pupils who may need extra support at transition.</li> <li>• Primary children visit the local secondary schools regularly.</li> <li>• Nursery/Secondary staff visit school to support transition.</li> <li>• EYFS transition is well planned and takes place regularly and progressively.</li> <li>• EYFS teacher visits pre-schools to aid transition.</li> <li>• Year 6 take part in curriculum and outside activities organised by receiving schools.</li> <li>• A 'move up' morning across the school allows all pupils to work with their new teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils identified as possibly struggling with transition have a number of additional visits in small groups.</li> <li>• The SENCO liaises with pre-school and secondary school to ensure all information is shared before transition.</li> <li>• The SENCO liaises with class teacher and TAs to ensure a smooth transition with in the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCO attends the annual review of a statement &amp; EHC reviews.</li> <li>• Pupils 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> <li>• Teachers have a 'Hand over' meeting prior to transition throughout KS1 and KS2.</li> </ul>