



Ludgvan School

Our SEN Information Report

Date: September 2020

Ludgvan School, an Academy school - a thriving, happy and fun environment where everyone is valued and respected.

Our school is an integral part of a dynamic community, where we all have the opportunity to achieve our highest potential for life. Ludgvan School is a leading school and we are always at the forefront of improving our facilities and provision further, and our committed and professional team works very hard to that end. We pride ourselves on being a friendly, open school where all children try to do their best from the moment they enter the reception class, to when they move on to Secondary school.

Our only expectation of each and every child is that they reach the absolute maximum of their own potential, and can leave the school gates at the end of the day saying "I can do it!"

In November 2019, OFSTED rated Ludgvan School as good overall with one outstanding category for personal development.

Link to Special Educational Needs Policy/Equality and Diversity Policy and Access Plan:

<https://www.ludgvan.cornwall.sch.uk/policies>

Link to Cornwall Council's Local Offer:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

Name of the Special Educational Needs/Disabilities Coordinator: Miss Sophie Law
Contact details: s.law@ludgvan.cornwall.sch.uk 01736 740408
Name of SEN Governor: Mrs Gail Terry

The levels of support and provision offered by our school

The information in the table below is a guide to the 'typical' levels of provision, as such, levels of support and provision will vary across time for individual children in response to their individual needs.

Changes to Provision because of Covid-19 restrictions and alterations to the school's timetables:

Since the return to school after Covid-19 school has had to considerably alter the way it teaches children, including the following measures:

- Children are taught in 'Bubbles', which are generally as per their year group and cannot be mixed.
- Changes to seating so children are seated in lines, not in table groups.
- School trips and clubs at time of writing, were not running. This will be reviewed and will run as and when school feel it is safe enough to do so.
- All assemblies are held Online as a whole school.

This has impacted on the way in which some interventions have been running and has caused some limitations. However, the school is welcoming all outside agencies, as long as risk assessments are followed, to reduce risks of the spread of Covid-19. We are still working closely in partnership with parents, however, meetings are predominantly virtual and communication is also increasingly via phone and/or emails rather than face to face.

Therefore, written below demonstrates the aim of where school would like to get back to, once it is safe to do so. If a provision is in italics, it is because this provision ran before Covid-19, but due to restrictions, is currently not in place. As soon as it is safe to do so, it will be reinstated.

1. Listening to and Responding to Children and Young People

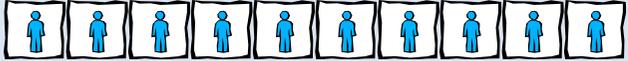
<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • School Parliament (weekly meetings) • Weekly PSHE lessons in class • Discussions with Governors/staff during monitoring visits • Questionnaires • The views and opinions of all students are valued (pupil conferencing during monitoring) • Restorative conferencing with pupils • <i>Whole-School assemblies (currently run virtually)</i> • Eco Council (a student led group) • Junior Road Safety Officers (a group created by the children) • Head Pupils • Team Captains • Prefects 	<ul style="list-style-type: none"> • Pupils with SEND are included in all consultation groups including School Parliament • Additional provision is developed in light of pupil voice • Student Passports are available for all adults working with children with SEND • Targets recorded in Student Passports are written with the children • Assess, Plan, Do, Review cycle followed to ensure best support is being given 	<ul style="list-style-type: none"> • Individual support is responsive to the needs and views of the pupil • Pupil's views are shared in TAC meetings, statement reviews and the development of EHC plans. • Pupils are fully supported in setting their targets • Documentation is presented in a format that is accessible to the pupil • 1:1 draw and talk sessions • 1:1 nurture sessions

2.Partnership with Parents and Carers

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Regular parent consultation meetings with the Class Teacher • Open door policy and arranged meetings with the SENDCo • Parents/Carers are encouraged to contact Class Teachers initially with any concerns • Two weekly newsletter • Seesaw (used weekly to share work completed by children in school, parents are able to like and comment on posts) • Tapestry used in Early Years to share learning of children with interaction from parents • Use of Seesaw and Class Dojo for parents to contact Class Teachers • Parents/Carers have volunteered to come in and help with responsibility for school chickens and ducks • The FLS (Friends of Ludgvan School) involved of lots of school projects, including developing the outdoor area • Parent reports given twice a year 	<ul style="list-style-type: none"> • Parents/carers are invited to school to meet with the Class Teacher and SENDCo if their child seems to have a barrier to their learning • All parents of pupils with SEND are invited to termly reviews of their child's Student Passport • Parents of children with SEND are offered workshops run by the Educational Psychologist • Assess, Plan, Do, review cycle completed and targets developed with parents • Student Passports created with parental involvement 	<ul style="list-style-type: none"> • Parents/Carers are actively involved in TAC meetings and SEND reviews • Parents/Carers are fully involved in transition meetings • Home/School books are used for parents and school staff to communicate daily • Access to the Early Help Hub for parental support

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| <ul style="list-style-type: none">• Knowledge Organisers sent out every term, which outline the topic being covered | | |
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3. The Curriculum

<p>Whole school approaches. The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • All pupils have full access to the Curriculum • At Ludgvan School we have a broad and balanced Curriculum • Through our inclusive approach, pupils are encouraged to work together regardless of need or ability • Many lessons allow mixed ability working • We deliver an EYFS Curriculum, which is practical and enables all pupils to achieve the best of their ability • All teachers complete detailed planning with differentiated outcomes • ICT is used effectively across the school to enhance learning • Children who have not understood the learning in the morning are supported by a staff member during the lesson or during a planned intervention • Topic-based approach used to create cross-curricular links • Knowledge Organisers outline topic learning and are sent home every term 	<ul style="list-style-type: none"> • The Curriculum is differentiated to suit the needs of all pupils • Children who have not met the learning objective will be supported during the lesson or as a part of an intervention by a Teacher or Teaching Assistant • Small groups may be taken by a Teacher or Teaching Assistant for extra support • Breakfast Club offered to Year 6 children after Christmas to provide extra support with learning 	<ul style="list-style-type: none"> • Teacher's plan to meet pupil's SEND and ensure objectives are set out to meet individual needs • Nurture groups give emotional support to children to ensure they are ready to learn • Outside Agencies are contacted for advice and support when appropriate • Booster sessions are offered to Year 6 children after Christmas as after-school sessions to provide extra support with learning • Children are provided with a personalised Learning Ladder to break down their learning into smaller steps

4. Teaching and Learning

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • The school ensures quality first teaching to support the progress of all children • The SLT regularly monitors the quality of the teaching and learning • Class Teachers and Teaching Assistants share planning and assessments to ensure all children have appropriate support and provision • Resources and working walls are easily accessible for all pupils • Children's work is marked effectively so that children understand whether they have achieved the learning objective and their next steps in their learning • Children in Year 5 and 6 self-mark their work in order to develop independence and autonomy • The school tries to ensure that all displays and learning aids are dyslexia friendly and are multi-sensory 	<ul style="list-style-type: none"> • Class Teacher plans for pupils with SEND to have targeted support and provision • Teaching Assistants / Class Teachers work with small groups to ensure understanding, facilitate learning, foster independence, support pupils' focus and engagement • Visual timetables are used in each classroom • Children who have not understood learning in the morning will have the opportunity to work individually or in a small group later in the day, to help them reach the learning objective • Teacher or Teaching Assistant led interventions happen on a daily basis across the school 	<ul style="list-style-type: none"> • Differentiated work is provided for SEND pupils to facilitate independent learning • 1:1 support is in place for children who require more intensive support but independence is encouraged when possible • External agencies are contacted when specialist advice is needed on teaching for children that require highly specialised additional provision • School in constant contact with the Educational Psychologist to provide extra support needed

5. Self-Help Skills and Independence

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Independence and self-help skills are instilled in all pupils from EYFS to KS2 • Visual timetables and clear instructions are shared with all pupils • Success Criteria are clearly explained and displayed for pupils to refer to • Pupils are rewarded for demonstrating independent learning skills • Pupils are aware of steps to success • All classes take part in life skills each week • <i>KS2 children support KS1 children with their reading</i> 	<ul style="list-style-type: none"> • Children can access personalised provision, appropriate to the individual lesson to support learning. This may include: small group support by the Teacher or Teaching Assistant, additional visual support in the form of task boards and mind maps • Learning Ladders are provided for some children who need learning broken down into smaller steps • Sensory aids are available in each classroom and are accessed by children with Sensory Processing needs 	<ul style="list-style-type: none"> • Where appropriate, personalised visual timetables, traffic lights and now/next boards are utilised to support the development of independence • Where necessary, intimate care plans are devised with the parents and carers with the aim of promoting self-help skills • The School Nurse service can be consulted to further encourage independence in toileting

6. Health, Wellbeing and Emotional Support

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Positive behaviour is reinforced throughout the school • A restorative approach is used towards behaviour (children are provided with time to talk to each other to resolve issues) • Weekly circle times are used across the school during PSHE sessions • Teachers and Teaching Assistants carefully monitor all children's emotional wellbeing • Behavioural incidents are recorded on incident forms and on My Concern • Teaching Assistants are all trained in Draw and Talk throughout the school • <i>Walking club offered to all children</i> • Individual class reward systems • The 6 Es (Equity, Endurance, Empathy, Evolution, Excellence and Ethical) are promoted throughout the school 	<ul style="list-style-type: none"> • Where appropriate, children participate in intervention groups to promote emotional well-being • 1:1 Draw and Talk sessions • Whole school training from the Educational Psychologist, focused on supporting children with emotional needs • Weekly Nurture sessions available for children who need extra emotional support 	<ul style="list-style-type: none"> • Children with specific medical conditions have an individual Health Care Plan • Staff working with children with medical needs receive annual training • Additional support for pupils can be requested from specialist agencies such as; School Nurse Service, CAMHS, Social care and Penhaligan's Friends • TACs, Early Support meetings and Annual Reviews are supported by a range of agencies • School in communication with child counselling services for children who need more emotional support

7. Social Interaction Opportunities

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • <i>Whole school assemblies encourage recognising and celebration of achievements by the whole school community (currently being completed virtually)</i> • All children take part in whole class circle times during PSHE sessions • <i>Parents are invited to special assemblies and open afternoons</i> • Own learning time provides children with many opportunities to socialise with their peers • <i>Enrichment time allows children from different key stages to join the same group for the afternoon</i> • <i>KS2 children support KS1 children with their reading</i> • Links to our 6Es (Excellence, Equity, Endurance, Evolution, Empathy and Ethical) are throughout the school • Forest School sessions run on site • <i>KS2 children supporting KS1 children with their reading</i> • School Parliament meetings 	<ul style="list-style-type: none"> • Support for individuals or groups that are struggling to interact appropriately is available from trained staff • Social stories are used to support individual pupils • Nurture groups provided for children who need extra emotional support • Forest School Nurture sessions for those children who need extra emotional support 	<ul style="list-style-type: none"> • Social stories are used to support individual pupils • Use of tailored social skills during Nurture sessions • Quiet/safe space provided for children who need it

8. The Physical Environment

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everybody • Children feel safe and secure in their environment and empowered to ask for help when required • There is a Designated Safeguarding Officer (and Deputy) and a designated member of staff for Looked After Children • Teachers focus on rewarding good behaviour to promote a positive learning environment • The rewards and sanctions system is applied throughout the whole school • There is a disabled toilet on site • An accessibility audit is completed each year with appropriate adjustments made as a result • Where possible, classrooms are Dyslexia-friendly and multi-sensory • Resources are clearly labelled and displayed in every classroom and are accessible for all 	<ul style="list-style-type: none"> • There are named adults who are trained in positive handling • An area is available to children that need to have some quiet space to reflect on an incident or to calm down • Exercise breaks are planned in for children who need them • Sensory aids are available in every classroom for children with Sensory Processing needs 	<ul style="list-style-type: none"> • Specialist equipment allows disabled pupils to be independent • Designated teaching areas are available, dependent on the specific needs of the children • Dedicated resources are matched to children's needs • Moving and handling training is offered to staff when necessary. This is bespoke to the individual needs of children

9. Transition from Year to Year and Setting to Setting

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • There are strong links with our feeder Pre-school (on site) • Pre-school children visit school regularly in the Summer Term before they start • Secondary staff visit pupils and staff early in the summer term to aid transition (video calls are being completed instead) • Pupils in year 6 attend their Secondary School for transition activities • School staff visit Nurseries and Pre-schools to observe children and discuss their needs • Transition opportunities are provided in the Summer Term for children in the school to move to their new class and meet their new teacher • Class Teachers meet every Summer Term to pass over information about every child in order to aid transition • Class Profiles created each year to provide information about every child 	<ul style="list-style-type: none"> • Additional transition sessions are arranged according to the specific needs of individual and identified groups of children (video calls and resources shared until physical visits are allowed) • Additional arrangements e.g. communication passport, booklets, photos • Student Passports created for children needing extra support and passed onto the next Teacher 	<ul style="list-style-type: none"> • SENDCo attends all Annual Statement/EHC Plan Reviews • SENDCo meets children, parents and key workers prior to transition days • Outside Agencies involved with children/families attend meetings where possible

10. The SEND qualifications of, and SEND training attended by, our staff:

The SENDCo, Sophie Law, is currently completing the National Award for SEN Coordination (PGCert) and regularly attends SENDCo / Children in Care network meetings to keep up to date with local and national changes. Grace Wright (SENDCo on maternity leave) has completed the National Award for SEN Coordination (PGCert).

The designated staff in school for child protection are: Sophie Law (SENDCo), Adam Anderson (Head Teacher) and Joanne Martin-Laity (Deputy Head Teacher).

The SENDCo, Head and Deputy Head have had Tier 3 training on Child Protection.

Miss Sophie Law has completed the Autism Champion training and other members of staff hold qualifications such as Speech and Language.

The Educational Psychologist offers support and training to staff who need it. This includes small group and individual training.

Extra training opportunities are available and are mainly delivered in house by the SENDCo, Educational Psychologist or Outside Agencies. Some examples of these are: Attachment, Learning Styles, Dyslexia, Behaviour, Alcohol and Drug Abuse, Epipen and Allergies.

All staff have received training on:

- Dyslexia friendly practise
- Child protection
- Prevent anti- radicalisation training
- Anti- bullying
- Restorative Justice
- Emotion Coaching
- FGM
- In- house training on delivering Maths and English from the NC 2014

- Level 2 Safeguarding training
- Child Protection Refresher
- PREVENT training

Specialist support staff have also received training on:

Autism

Dyslexia screening

Speech and Language

Draw and Talk

Bereavement training

Attachment

Social Stories

NELI

DCD training

Sensory Processing

The school has a program of Online training to keep all staff updated. Over the last 12 months this has included:

- GDPR in Education
- Child Protection Refresher
- Equality & Diversity
- Use of Reasonable Force
- Prevent Anti- Radicalisation training

Teaching Staff also received training on:

- Mental well-being in children
- Online Safety

For 2020-21, a full program of Online training, as well as training with other schools across the MAT has been planned, which includes the annual Child Protection update training.

Services and organisations that we work with:

Please note each outside agency that we work with will have a different eligibility and referral process, which can be given upon request from the SENDCo and in some cases information can be found online, where indicated. In many cases either the school, SENDCo or parents can make a referral, although the school always aim to work in partnership with parents as this is both more effective and best practice.

Service/organisation:	What they do in brief:	Contact details:
Early Help Hub	Early help hub support the processing of referrals to appropriate professionals.	01872 322277 earlyhelphub@cornwall.gov.uk
Speech and Language Therapist (SALT) 1:1	1:1 assessment. The child will then be assessed and if needed targets given. These targets may need to be worked on at home as well as in school.	Bellair Health Office Alverton Terrace Penzance TR18 4TA
School Nurse	Advice given to parents and school based on individual medical cases also support for sleep problems and wetting	Referral through to School Nurse directly or through SENDCo or PSA childrens.services@cornwall.nhs.uk Care Management Centre Truro Health Park Infirmary Hill Truro TR12JA
CAMHS	1:1 mental health assessments: Autistic Spectrum Disorders, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs	Referral through school or GP
Educational Psychologist	Advise school on support children with SEND	Referral through SENDCo
Cognition and Learning Service	Offer specialist advise for children with a learning need.	

1. Pupil progress

Progress of each child is very closely monitored by Class Teachers and within Key Stages. Targeted intervention is put in place to support the children to make progress and gain skills to help them develop. Children who are on the SEN register of need have an individual target book where their progress is recorded.

2. How we know how good our SEN provision is

Our provision is constantly reviewed. We work closely with other specialist professionals to ensure we are providing the children with the best provision for their individual needs. We focus on the whole child and work closely with parents to provide the best possible outcomes.

Challenge partners review the school once a year. They provide feedback, advising the whole staff on what is working well and highlighting areas of improvement.

3. If you wish to complain

Please contact the school with any concerns and we will be happy to discuss them with you.

4. How do we identify children with a SEN?

Our Criteria for placing children on School Record of Need:

A child will be placed upon the Record of Need using the school's criteria, this includes when:

- A specific area of need has been identified through assessment (either internally or externally), that impacts upon educational progress and/or attainment.
- Children have previously been placed 'On Alert' and /or group provision map, but have had little or no impact on progress and/or attainment.

- The pupil requires teaching/ intervention and/or support that is 'additional and different' to the schools usual universal provision.

- The pupil may be accessing support from external professionals, (although this is not a necessary requirement).

The child's class teacher and SENDCo then use more detailed guidance to identify the child's main area of need.

For example: When will a child be put on school record of need for 'Cognition & Learning' ?

- When there is a concern about lack of progress and there is a need to provide interventions which are additional to or different from those provided as part of the school's usual differentiated curriculum,

- Concerns may be raised by: teachers, parents/carers, pupils or other agencies,

- Triggers may be a child makes little or no progress despite receiving differentiated learning opportunities, a child has difficulties developing literacy / numeracy skills.

See below for advice on Standardised Scores:

Standardised Tests (backed up by Teacher assessment and over the course of at least 2 terms)

For Reading- PIRA test and / or Maths- PUMA test:

If SS = 76- 85 - place on SEN Support

If < SS 76 place on SEN Support- but may also consider use of outside agencies

Other Indicators:

If a child not achieving key skills at age expectation, such as:

Key words vocabulary

Phonic knowledge

EYFS - Early Learning Goals

These children need to be indicated that they have been placed on the Record of Need on SIMS and on their own Individual Provision Map.

Targets on Provision maps should be SMART:

S- Specific

M- Measurable

A- Achievable

R- Realistic

T- Time bound

Children and parents should understand the targets and should be involved in the target setting processing. Targets should relate to English or Maths assessments and should include the strategies to be used to overcome barriers to learning. In some cases targets may be linked to personal targets.