



Otterham Community Primary School

SEN Information report

Date: November 2020-21

At Otterham School we aim to provide a high-quality education, equipping our children with the skills necessary for the ever-changing society in which they live. Our school is a learning community where we provide a stimulating, caring environment. We recognise and endeavour to meet the academic, physical, social and emotional needs of all our children and constantly challenge them to become well motivated, independent, lifelong learners.

We are committed to Quality First Teaching, with class teachers being responsible for the preparation, planning and differentiation for all children including those with SEND. The SENDCo's role is to provide advice and support to class teachers, parents and other stakeholders to ensure that all children in school with Special Educational Needs or Disabilities receive the support they need.

Link to our school's Equality Objectives

<https://www.otterhamschool.co.uk/website/policies/171685>

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




Contact details: Telephone: 01840 261344

Email: secretary@otterham.cornwall.sch.uk

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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> 
<ul style="list-style-type: none"> • The views and opinions of all pupils are respected and valued through the relationships that they share with each other and all members of staff. <p>Pupil voice is heard through:</p> <ul style="list-style-type: none"> • conversations with staff • School Council • Annual Pupil Survey • Circle Time/PSHE activities • I wish my teacher knew..... • Playground leaders 	<ul style="list-style-type: none"> • Students with SEND are included and valued and there is an expectation for them to contribute. • Targeted and flexible groupings promote conversation and give opportunities for listening. • 'Time to Talk' and 'Socially Speaking' programmes are used when required to develop children's speaking and listening skills. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil and is recorded in an Individual Personal Learning Plan (PLP) • Pupils are an integral part of TAC, PEP and SEN reviews. • The Trauma informed school's (TIS) programme identifies and nurtures children to flourish in life. • Assisted technology allows children with communication needs to be heard.

2. Partnership with parents and carers




<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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<ul style="list-style-type: none"> • Strong partnerships with all parents and carers. • Parents welcomed to escort their children into classrooms every morning. • Staff are always available for parents at the beginning/ end of the day and by appointment. • half termly newsletter from Headteacher sent home in bags, emailed and available on Website. Additional information/messages sent out by letter, text and email. • School information available on school website and regularly updated. • Parents/carers of all pupils invited to parent/pupil consultation meetings twice a year (usually 100%parent attendance) Additional consultation offered after reports. Additional consultations for AFA (Achievement for All) children. • Annual reports in summer term • Reading record books used for communication. • Parents encouraged to support their children in their homework. • ‘How to support your child’ sessions. • Parents invited into school for celebrations, presentations, assemblies etc. • Parent survey sent out annually. • Strong induction programme in place for new intake during summer term. • Use of electronic software (Tapestry) in EYFS to link parents to Learning Journeys. • FRIENDS of Otterham school actively support school by providing curriculum resources and supporting community events. 	<ul style="list-style-type: none"> • The school is committed to partnership work with outside agencies. • Parents are welcome to be parent helpers both in the classroom and on educational visits. 	<ul style="list-style-type: none"> • Where a need cannot be met within the school families are signposted to the relevant agencies. • Parents are an integral part of TAC, PEP and SEN reviews. • Personal Learning Plan (PLP) review meetings are held at least termly with parents, class teacher and sometimes the SENDCo. • Annual Review Meetings held for children with an EHCP. Attended by parents, headteacher and SENDCo and invited professionals. • Additional support meetings with Class teacher, headteacher or SENDCo when appropriate or requested.

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"> • All pupils regardless of ability and/ or additional needs have full access to the Early Years Framework (YR) and the National Curriculum (Y1-6). • Staff ensure that through careful planning pupils receive a rich curriculum which enthuses, engages and motivates pupils. • All children expected to express their ideas, justify their preferences, debate and be confident, independent learners. • Children given regular opportunities to enrich their learning, through real life experiences, our own outdoor environment, use of the local area and through visitors to school. • YR and Y1 pupils grouped together to ensure the older children continue to experience a practical approach to learning. • Specialist teachers employed for music, PE, French (KS2) and First Access music lessons through Cornwall Music Service Trust. • Speech and language opportunities developed across the curriculum. • Assessments, (including dyslexia screening) used to identify pupils' needs. 	<ul style="list-style-type: none"> • Intervention programmes are bespoke and needs led. Small group interventions include: <ul style="list-style-type: none"> Pre and post teach English Maths Reading Handwriting programme (Speed Up!) Spelling Finger Gym 'Time to talk' 'Socially Speaking' Trauma informed schools (TIS) Loss and Change 	<ul style="list-style-type: none"> • Teaching assistants employed to support the inclusion of children with EHC plans • Pupils with specific needs receive adult support as appropriate in order to access the curriculum • Curriculum personalised and differentiated according to need. • Individual Learning Passports (ILPs) used as working documents to provide a clear structure with objectives and intended outcomes for focused interventions. These are monitored and reviewed with parents at least termly. • Weekly team meetings held in classrooms where there are children with an ECHP involve all adults in reviewing provision and identifying the 'next steps'.

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"> • Teachers' high expectations extend knowledge, skills and understanding of all pupils. • Pupils learn to apply skills in reading, writing, communication and mathematics. • Wide and imaginative range of teaching strategies used to engage, enthuse and motivate pupils. • Teachers' questioning and use of discussion promote learning. • Teachers monitor learning during lessons and respond to pupils' feedback. • Pupils learn to monitor their own learning through self-assessment and peer assessment. • 'Tool Kits' which match the National Curriculum used as an assessment tool. • All adults working with YR children make and record observations for assessment purposes. • Teachers foster enthusiasm and curiosity for learning. • Teachers' subject knowledge is very good. • Teachers enable pupils to develop the skills to learn for themselves and celebrate where learning is acquired outside of the classroom. • Teachers provide a well organised and stimulating environment to allow pupils to access appropriate resources to support learning. • Homework regularly set to reinforce learning. <p>This includes:</p> <ul style="list-style-type: none"> -daily reading -handwriting -spelling 	<ul style="list-style-type: none"> • Teachers lead and manage other adults in the classroom to ensure that learning improves for all pupils. • Teachers work with all groups of children including those receiving 1:1 support. • Additional adult support in all classes to support learning outcomes and emotional, social and communication needs. • Additional support from parents, grandparents, members of community for Guided Reading. • Targeted homework set when required to reinforce or prepare for learning in school. • 1;1 specialist support in Maths & English from specialist HLTA. 	<ul style="list-style-type: none"> • Resources used when required to support independent learning e.g Visual timetables, Task management/ 'Now & Next' boards. • Regular advice and visits from specialist professionals with recommendations incorporated into PLP's. Outside involvement includes: <ul style="list-style-type: none"> -Speech & Language therapist - Educational Psychologist -Social Care -Physical Disability Team -CAMHS -Physiotherapist -Autism Support Team -Occupational Therapist -Hearing and Vision support teachers • Technology used to access and record learning and enable communication e.g. IPad.




-times tables -Homework projects		
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Children taught clear strategies for independent learning. • Strong culture of peer support in all classes through working buddies and peer assessment. • Children expected to take responsibility for managing their own resources for learning. This starts in YR. • Strong emphasis on self-help skills in YR. • Classrooms equipped with accessible resources. • As stated in our behaviour policy we teach our children strategies to manage their own behaviour and to resolve issues amongst themselves through regular circle times and our PSHE curriculum. 	<ul style="list-style-type: none"> • Adults supervise from a distance at break and lunchtimes to encourage independent decision making. • Y1-Y6 annual camps promote independence away from home. • Whole School Annual Sleepover. 	<ul style="list-style-type: none"> • Children with more complex learning needs have access to specific technology and equipment. Adults trained to manage this within the classroom. • For some children independence and responsibility for learning is promoted through Individual plans and targets. • Some children use personal visual timetables and other visual resources such as now and next boards/ timers etc. • Children who receive 1:1 support are given daily opportunities for working independently or within a group without adult support.




<ul style="list-style-type: none"> • Playground leaders trained to support their peers at playtimes. 		
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6. Safeguarding, health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>System of rewards and sanctions in place across the school.</p> <ul style="list-style-type: none"> • Strong relationships a feature of our school, adults know all of the children. • Strong partnerships with parents help identify and respond to needs of children. • Circle Time/PSHE used in every classroom. • Wraparound care provided through breakfast club and after school clubs. • Celebration assemblies every week promote self-esteem through celebration of achievements in and out of school. • Timetabled cooking sessions for all children. • Outdoor Learning for all children. • School dinners offer healthy choices including salad, fruit, vegetables and homemade bread every day. 	<ul style="list-style-type: none"> • Finger gym programme for all children in Class 3 to develop strong fine motor skills. • Physical play an important part of the daily provision in Class 3. • A variety of active after school clubs on offer. • All years have swimming lessons for five hours. • TIS Whole school approach used with all children. • Christopher Winter 'sex and relationships' programme in KS1 & KS2 	<ul style="list-style-type: none"> • Sensory breaks, quiet areas, for identified children. • PLP's for children with high needs include a focus on life skills. • Additional support bought in, above and beyond the statutory offer, from an Educational Psychologist • School is pro-active in using links with outside agencies to support individual children and families. <p>Eg: Early Help Hub Autism Support Team Vision & Hearing support Physical Disabilities Team CAMHS Social Care</p>




<ul style="list-style-type: none"> • Fruit only snack at morning break. Fruit is provided by school for all children. • High ratio of staff to pupils on duty every break time. • School is a 'nut free' zone to protect pupils with nut allergies. • All support staff and EYFS teacher are First Aid trained. Injuries recorded systematically and reported to parents. • Safeguarding Lead (Assistant Headteacher), Deputy Safeguarding Lead (Headteacher) and SENDCo trained to Level 3 in Safeguarding. All other staff trained to Level 2. <p>All training refreshed every 2 years.</p> <ul style="list-style-type: none"> • All staff trained to prevent radicalisation • All staff trained in CSE & FGM • CPOMs used to record and monitor safeguarding or wellbeing concerns. 		<p>Penhaligon's Friends</p> <p>Occupational Therapy</p> <p>Physiotherapy</p> <p>Speech Therapy</p> <ul style="list-style-type: none"> • Pupils with specific medical conditions have individual NHS Healthcare Plans. Staff trained by School nurse and other specialist nurses to support children with medical conditions such as diabetes.
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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
		
<ul style="list-style-type: none"> • All pupils have opportunities for social interaction regardless of need. • All pupils belong to a class group and are a member of a school team. 	<ul style="list-style-type: none"> • Pupils share and support their learning with each other across all classes. • Strong links with onsite pre-school. Children have shared playtimes to enable them interact 	<ul style="list-style-type: none"> • Playground mentor system in place to support less able/confident pupils. • 1:1 support in place at playtimes for children with high needs but with expectations and




<ul style="list-style-type: none"> • Visitors to the school are welcome for class talks, assemblies and presentations. • Staff model appropriate and respectful interactions. • Pupils expected to interact respectfully with each other and with staff and visitors. • School uses SWGfL 360° audit tool for e-safety. • Children take part in a Christmas and end of year production. • Regular whole school projects and events take place over the year e.g. special curriculum days, art projects, discos and charity fundraising, where all children work and play together. • Whole school plays together at break and lunchtime. Activities such as football, activity trail and den building involve children from all age groups playing together. • School opens between 8.45-8.55 for children and their families. • In classes where there are children with a EHCP adults meet to review progress but to also reflect on the needs of the other Children. • 	<p>with each other.</p> <ul style="list-style-type: none"> • Intervention programmes such as ‘Time to Talk’ & ‘Socially Speaking’ give children the language for social interaction. • Chatterbox sessions in Class 1 promote effective speaking and listening skills. • Special family services at Tresparrett Chapel and Otterham Church. 	<p>support for them to contribute to school life.</p>
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8. The physical environment (accessibility, safety and positive learning environment)

<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>Whole school site secure and well maintained.</p> <ul style="list-style-type: none"> • Rural location of school provides an ideal environment for a range of learning experiences. • All areas of the school accessible to everyone including those pupils with SEND. • Annual reviews show that pupils feel safe in an environment where bullying is minimal and dealt with effectively. • There is a named Safeguarding Lead and Deputy and a named Child in Care Teacher. • School environment is inviting, interactive and supports learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and children respond positively. • Interactive displays throughout the school promote learning. • Regular health and safety checks are made throughout the school. • Staff trained in safeguarding and risk assessment. • Risk assessments carried out before every educational visit and introduction of new equipment. 	<p>Playground is zoned to meet different needs and interests of pupils.</p> <ul style="list-style-type: none"> • There is a dedicated outdoor learning space for pupils in Class 1. 	<p>There are named adults who are Team Teach trained.</p> <ul style="list-style-type: none"> • Specific equipment (such as writing slopes, laptops, peanut balls etc), and space is made available where possible and when necessary for children with physical, learning and sensory needs.


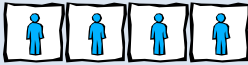

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9. Transition from year to year and setting to setting

<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>School 'Open Days' in autumn term to allow prospective parents to observe the school at work.</p> <ul style="list-style-type: none"> • Transition programme in place every summer term for new intake. This includes, parent meetings, school sessions, pre-school visits etc. • Strong links in place with feeder Nurseries • In the summer term all pupils spend a session in their new classroom. • In-depth discussions take place between teachers before children move to new classes. • Strong links with feeder secondary schools. • Pupils from Y2 to Y6 visit local secondary school for learning opportunities. • In-depth discussion takes place between school staff and staff from secondary school to inform Y7 tutor groups. 	<p>Pupils who may need extra support at transition from KS2 to KS3 are identified and staff liaise early with the receiving school.</p> <ul style="list-style-type: none"> • EYFS teacher visits feeder Nursery settings prior to children starting school. • Transition from EYFS to KS1 achieved by grouping YR and Y1 together in same class. • French teacher from local secondary school works fortnightly with Y5/Y6 children. 	<p>Early liaison with feeder nursery for pupils entering school with ECH plan. HT and Class teacher/SENDCo attend transition meeting.</p> <ul style="list-style-type: none"> • Class teacher/SENDCo works with keyworker, parents and other professionals in the summer term to ensure transition is effective, provision is in place and suitable TA support is allocated for start of autumn term. • Additional visits to school are offered for children with their keyworker. • Training accessed from the Early Years Inclusion Service for EYFS staff when children with more complex needs join school. • Annual Review of Statement/EHC Plan at Year 5 plans in advance for secondary transition. Secondary school SENDCo invited to review. • Children on Record of Need are offered additional visits to secondary school in the summer term.

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

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>A range of training is undertaken by staff to ensure we are all able to support whose individual needs can be met within mainstream classroom provision: All staff are trained in;</p> <ul style="list-style-type: none"> • Level 2 Safeguarding and Child protection. • Emotion Coaching • Introduction to Trauma Informed Schools. <p>Some staff are trained in</p> <ul style="list-style-type: none"> • First Aid 	<p>School staff have also undertaken training to enable them to support children who need to work at times in targeted small groups:</p> <ul style="list-style-type: none"> • Safeguarding Level 3 DSL, DDSL and SENDCo • Phonological Awareness • Precision Teaching • Sensory Processing Workshop • Executive Functioning training • Sensory Processing Workshop 	<p>Some staff also have additional training which enables them to offer specialist support:</p> <ul style="list-style-type: none"> • Designated Teacher Training for Children in care and CIC updates. • SENDCo termly updates • Local SENDCO network meetings • Penhaligons Friends Bereavement Training. • Moderate Learning difficulties workshop • Boxall Profile Training.

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
The Cornwall Family Information Service	An excellent starting place to find up to date information about hundreds of services and events for parents/carers, young people and children, whatever their needs.	https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0
Early Support	An approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. This is especially useful when many professionals or agencies are involved with supporting a pupil	
Disability Information Advice & Support Service (SENDIASS) http://www.cornwallsendiass.org.uk/ Tel: 01736 751921	A statutory service delivered by Disability Cornwall and provides information, advice and support to disabled children and young people, and those with SEN, and their parents. The service is impartial, accessible and free and all staff are independently trained.	
Early Help Hub earlyhelphub@cornwall.gov.uk For advice and consultation, please call 01872 322277. The Hub is open Monday to Thursday, 8.45am to 5.15pm and 8.45am to 4.45pm on Fridays.	A single point of access for Council and Cornwall Foundation Trust Early Help services for children and families The Early Help Hub consists of a team of professionals who will direct referrals to the most appropriate service. Services available through the Early Help Hub: Autistic Spectrum Disorder Assessment Team	

	<p>Child and Adolescent Mental Health and Learning Disability Service</p> <p>Children's Community Nursing/Diana Nurses and Psychologists</p> <p>Early Years Inclusion Service</p> <p>Family Group Conferencing</p> <p>Family Nurse Partnership</p> <p>Family Support</p> <p>Health Visiting (over 2 years)</p> <p>Paediatric Epilepsy Nurse Specialists</p> <p>Parenting Support</p> <p>Portage</p> <p>School Nursing</p> <p>Speech and Language Therapy</p> <p>Video Interactive Guidance</p>	
Young Carers	<p>Kernow Young Carers is an Action for Children project and is committed to working with children and young people to make the caring role a more positive experience by offering support, information and guidance, activities and trips, short breaks, school groups, training and educational sessions and local young carers forums.</p>	<p>Liz Digweed 07834006454 http://kernowyoungcarers.org</p>
Penhaligon's Friends	<p>Support for Bereaved children A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.</p>	<p>01209 210624 or 01209 215889</p> <p>http://www.penhaligonsfriends.org.uk</p>
Kooth	<p>Young people in Cornwall have access to a free counselling service.</p>	<p>08453 307 090 Mobile: 07702 812 638</p> <p>Email aaron@xenzone.com www.kooth.com</p>
Children's Social Care		<p>0300 1234 101</p>

12. Pupil progress

How we assess and review pupils' progress towards outcomes, including how we work with parents and young people.

Progress of all pupils is continually assessed by teachers and by pupils and in addition is formally assessed and recorded each term. This progress data is analysed and reviewed by the teachers, head teacher and SENDCO. Actions and interventions are drawn up based on this analysis and this is discussed with pupils and parents where relevant. Where it is considered that pupils may have Special Educational Needs the school graduated approach to SEND is used. Where a Special Educational Need has previously been identified parents and pupils are involved in formulating a plan and in reviewing the success of this. Progress of pupils with SEN is tracked in the same way as other pupils and in addition progress towards planned personalised targets and outcomes may be monitored.

13. How we know how good our SEN provision is

How we evaluate the effectiveness of provision for pupils with SEN.

We track the progress made by pupils with SEN against planned outcomes based on relevant aspirational yet realistic targets and also by comparing their progress with other pupils in the school and with like pupils in other schools. We attend relevant training to gather expert opinion and ensure that our provision is based on latest research and evidence and that it is effective. We regularly review SEN provision and engage in continual reflection. Opinion is also sought from parents, pupils, teachers and TAs to support this

14. If you wish to complain

How we handle complaints about SEN provision

We hope that any complaints will initially be raised with the class teachers and / or SENDCO and that we will be able to act together to make necessary improvements. The Headteacher and/or SEND Governor are also available to speak with parents/carers and pupils who would like to discuss issues further. More formal complaints may however be made to the Governing Body of the school by writing to the Clerk to the Governors via the school office.

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website:

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

Answers to Frequently asked Questions

1. How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

Ongoing assessment in class.

Monitoring of any personal or playtime issues.

Termly assessment in Maths, Reading, Writing.
Assessment opportunities for emotional concerns.
If you think your child has any type of SEND, talk to your child's class teacher.

2. Who is responsible for the progress and success of my child in school?

The class teacher, the SENCo and the Head teacher

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

The school has a comprehensive set of Safeguarding Policies which comply with Cornwall and the Isles of Scilly Guidance. All staff who work with the children are trained in Safeguarding at the appropriate level. This is monitored by the Governing Body. Health and Safety Policy and procedures are followed.

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

The head teacher in consultation with the SENCo and governors decides upon the allocation of resources dependent upon the identified needs within the school at any specific time.

5. How is the decision made about what type and how much support my child will receive?

Advice from the class teacher, the SENCo and external professionals consulted will be reviewed and shared with parents and a decision made as to the best course of action to meet the child's needs.

6. Who can I contact for further information?

The class teacher has responsibility for meeting a child's needs and should be the first point of contact for any parent. Further advice and support can be offered by the SENCo or external advisory agencies.

7. How is your school offer reviewed?

Annually in consultation governing body.