



**Bosvigo School**  
Valuing all, developing all

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

Our first priority at Bosvigo School is to care for every child in a secure, friendly environment enabling them to enjoy their time in school and feel confident to learn. In order to maintain this ethos, the staff work together to support children's emotional and social development, to make sure our children feel secure in school.

Bosvigo School adopts a 'whole school approach' to SEN which involves all the staff adhering to a model of good practice. All the teachers at Bosvigo are teachers of children with SEN. Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Staff are hardworking and dedicated to providing an environment where pupils make good progress, are engaged and achievement is guaranteed.

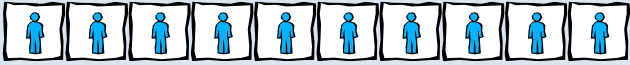
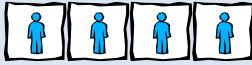

We recognise the need to provide a learning environment which will arouse pupils' interest and curiosity, to help those children who need extra encouragement and stimulus to overcome their learning difficulty and to enable pupils to achieve their full potential.

A climate of care and support will be fostered where self-esteem and confidence may be nurtured and in such pupils feel valued and able to make mistakes as they learn without fear of criticism.


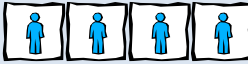

**Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Jo Penrose Tel: 01872 274034**

## 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</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> </ul>	<ul style="list-style-type: none"> <li>Pupils with SEND are included in Pupil Conferencing and their views on the provision in school is taken into account.</li> </ul>	<ul style="list-style-type: none"> <li>Individual support is responsive to the views of the pupil.</li> <li>Pupil's views are an important part of TAC meetings, PEP meetings, EHCP and SEN reviews.</li> <li>Pupil's views are incorporated into Individual Provision Maps.</li> <li>Documentation is presented in a format that is accessible to the pupil when appropriate.</li> </ul>


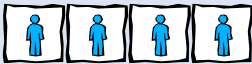

## 2. Partnership with parents and carers

<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 parents and carers of all pupils are invited to attend parents' evenings.</li> <li>• Parents/carers receive an end of year report.</li> <li>• Parent/carer Questionnaires are sent home annually.</li> <li>• Virtual sites such as 'Times Tables Rock Star' are available to support learning at home.</li> <li>• Families are invited to attend information sessions regarding supporting their children at home eg Phonics evenings.</li> <li>• Parents/carers are able to contact school about concerns at any time.</li> </ul>	<ul style="list-style-type: none"> <li>• It is discussed with parents/carers if their child needs to be placed 'On Alert' or 'SEN Support' and as a result is receiving additional support.</li> <li>• It is discussed with parents/carers if children need support from a TIS (Trauma Informed Schools UK) practitioner.</li> <li>• Parents/carers are able to contact the SENCo –Mrs Penrose at any time to arrange a meeting to discuss concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers are supported in attending, and are actively involved in, all TAC meetings and SEN reviews where their views are an integral part.</li> <li>• 'Meet and Greet' and 'End and Send' available for some individuals.</li> <li>• All documentation is presented in a format that is accessible to parents/carers.</li> <li>• A home/school communication book is used where appropriate.</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 broad and balanced and designed to ensure the inclusion of all pupils.</li> <li>• All pupils, regardless of ability or additional needs have full access to the curriculum.</li> <li>• School trips, camps, visits, take place for all pupils to enhance the curriculum.</li> <li>• Termly data tracking and pupil progress meetings identify pupils who need specific interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Where pupils are identified as needing extra support, then additional interventions will be put into place.</li> <li>• The curriculum is differentiated to meet the needs of all learners.</li> <li>• Groups of pupils may be given extra group support by a teaching assistant.</li> <li>• Intervention packages are needs led.</li> <li>• The progress of all pupils taking part in intervention groups is measured and packages are adapted in light of pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are supported in accessing all areas of the curriculum regardless of their SEN, with adult support where necessary.</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>• All pupils will have access to quality first teaching from a qualified teacher.</li> <li>• There are clear learning intentions for every lesson: WALT.</li> <li>• A visual timetable in every classroom.</li> <li>• All children are given feedback on their learning, with guidance on how to move their learning forward.</li> <li>• A range of teaching and learning styles are used to engage all learners.</li> <li>• A range of resources are available for all children to access.</li> <li>• The whole school uses a dyslexia friendly approach to teaching and learning.</li> <li>• Differentiated teaching and outcomes are used to ensure the progress of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be placed on 'SEN support', with an Individual Provision Map showing where extra support is needed and what the outcomes of this are.</li> <li>• Teaching assistants/class teachers work with small groups to ensure understanding, facilitate learning, foster independence, keep pupils on task.</li> <li>• Coloured overlays/paper are available for pupils to use.</li> <li>• Maths 'pick-up' or 'pre-teach' groups based on individual need.</li> <li>• Phonics intervention groups.</li> <li>• Reading fluency groups in KS2.</li> <li>• Movement group.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional 1 to 1 reading.</li> <li>• Additional 1 to 1 phonics.</li> <li>• Additional 1 to 1 writing interventions.</li> <li>• Additional 1 to 1 maths sessions.</li> <li>• Pre-teaching.</li> <li>• Speech and language support.</li> <li>• NELI sessions (a language intervention)</li> <li>• Toe by Toe</li> <li>• Word Wasp</li> <li>• Home/school communication.</li> <li>• 1 to 1 TISUK (Trauma Informed Schools UK).</li> <li>• Hearing support</li> </ul>

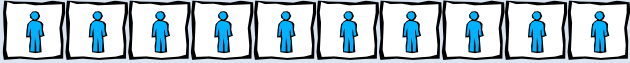
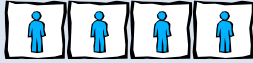

<ul style="list-style-type: none"> <li>• Alternative ways of recording information are used.</li> <li>• Pupils use 'toolkits' to help them with their writing.</li> <li>• Phonics mats/word mats/times table mats are available for pupils to use, as well as working walls and displays.</li> <li>• An emphasis on outdoor learning- including opportunities for overnight stays/camps from Yr 1 –Yr 6.</li> </ul>		
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### 5. Self-help skills and independence

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• All pupils are encouraged in their independent learning skills.</li> <li>• Appropriate resources are available in all classrooms to promote independence.</li> <li>• Independent work opportunities provided in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have personalised equipment such as talking tins/tiles, overlays and timers to develop their independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised visual timetables and /or task boards are in place to support independence.</li> <li>• Additional support is shared to build resilience so that the pupil has self-coping strategies for when and if the TA is absent.</li> </ul>

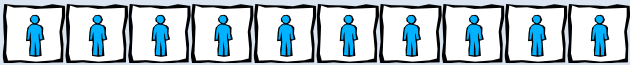


<ul style="list-style-type: none"> <li>• Consistent routines and behaviour expectations.</li> <li>• Assessment for learning.</li> </ul>		<ul style="list-style-type: none"> <li>• Care plans following advice from professionals aiming towards independence.</li> </ul>
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## 6. 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>• Healthy school status- water available in all classrooms and healthy snack encouraged at break time. Fruit is provided for all children in Foundation stage and Key Stage 1.</li> <li>• Relationships, Sex Education and Health Education (RSHE) is taught in all classes and includes all children.</li> <li>• Children have access to a school nurse on a referral basis.</li> <li>• A body of staff are trained in first aid to ensure the safety of all children.</li> <li>• Before and after school sports clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Bereavement counselling can be sought on request.</li> <li>• If appropriate, intervention groups to help raise self-esteem are available, or to support social skills, or anger management.</li> <li>• Staff available for 'time out' and support at break times.</li> <li>• Daily movement group for children with motor co-ordination difficulties.</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral support worker available for 1 to 1 sessions to support children with emotional or social difficulties.</li> <li>• 1 to 1 sessions with TISUK Practitioner.</li> <li>• TACs, Early Support meetings and Annual reviews are supported by a range of agencies.</li> <li>• Children with specific medical conditions have an individual health care plan.</li> <li>• Additional support for children can be requested from: CAMHS, social care,</li> </ul>

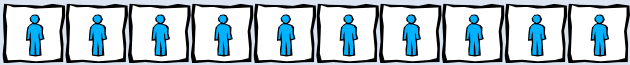
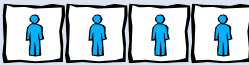

<p>available to all where appropriate.</p> <ul style="list-style-type: none"> <li>• Risk assessments and safety policies are in place to ensure all children are safe in school.</li> <li>• Year 6/FS buddy system.</li> <li>• Fortnightly Wellbeing session timetabled in every classroom</li> </ul>		<p>Penhaligon's Friends, etc</p> <ul style="list-style-type: none"> <li>• Social stories.</li> <li>• Support for vulnerable groups during the holidays- BF Adventure, Tree Huggers, Yoga, Time 2 Move Holiday programme</li> </ul>
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## 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>• Group/paired work in classes.</li> <li>• Our curriculum is planned to develop skills such as working together, communicating with others and independent learning.</li> <li>• Group work with other children across a Key Stage.</li> <li>• Opportunities to work with different children across the school, via a House System.</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups available if needed.</li> <li>• Yr 6 / FS buddy system.</li> </ul>	<ul style="list-style-type: none"> <li>• Support from the ASD team for individuals with a diagnosis of ASD to develop their social skills should this be needed.</li> <li>• 1 to 1 for some children to support positive playtimes.</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>• Most areas of the school are accessible to everyone, although there are a lot of stairs in the old Victorian building.</li> <li>• Children feel safe in an environment where bullying is absolutely minimal and dealt with effectively.</li> <li>• There is a 'Designated Safeguarding Officer' (and deputies) and a named Child in Care teacher.</li> <li>• Staff focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• The rewards and consequences system is robust and consistent in all classrooms.</li> <li>• All school staff have received 'Positive handling' training.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to specialist equipment or resources where appropriate.</li> <li>• There are spaces for those children who are unable to cope at times.</li> </ul>	<ul style="list-style-type: none"> <li>• There are 2 disabled toilets.</li> <li>• There is a chair lift on 1 set of stairs.</li> <li>• Adaptations to school environment for pupils with Visual Impairment.</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>• All children spend at least half a day with their new teacher prior to the summer holidays.</li> <li>• EYFS staff identify children who may need extra support through transition sessions.</li> <li>• EYFS transition is well planned and takes place regularly and progressively.</li> <li>• EYFS staff visit pre-schools to aid transition, and offer home visits if required.</li> <li>• Staff meetings are planned in for teachers to discuss the children they are giving/receiving.</li> <li>• There are strong links with receiving Secondary schools. Year 6 children visit them, and they visit us.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND are given the chance to have extra visits to their chosen secondary school.</li> <li>• SENCo and FS/Yr 6 teaching staff liaise with Secondary school and pre-schools to ensure all information is shared before transition where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition books are made for individual children to look at over the summer holidays.</li> <li>• Secondary school SENCo invited to the last EHCP Annual Review at primary school.</li> <li>• Early years Inclusion/transition meetings as required.</li> </ul>

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

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

### Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>Speech and Language (SALT)</b>	Upon receiving a referral from school a speech and language therapist will assess a child's expressive and receptive language skills. They will set appropriate targets to work on at home and at school.	01208 834488 Email: <a href="mailto:cpn-tr.enquirslt@nhs.net">cpn-tr.enquirslt@nhs.net</a>
<b>Educational Psychologist</b>	Educational Psychologists work closely with the SENCO covering a range of work, from observing children, supporting staff working closely with specific children, and assessing children's level of cognitive ability. Referrals are only made to an Educational Psychologist after a period of intervention has taken place in school and at home.	Referrals can only be made through school, however there is a telephone advice line that is open to parents/carers on Wednesdays between 2pm and 5pm (01872 322888)
<b>CAMHS</b>	The CAMHS team offer support to children who have complex mental health needs. A referral can be made through the GP, the school or the school nurse.	01872 221400 Email <a href="mailto:cpn-tr.ChildrensCMC@nhs.net">cpn-tr.ChildrensCMC@nhs.net</a>
<b>School Nurse</b>	The school nurse can offer advice and support with a wide variety of issues such as eating, behaviour, bedwetting, soiling, and sleep.	01872 221704

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

The progress of all children at Bosvigo is monitored closely. Children are assessed at regular intervals during the year. Teachers will discuss any concerns they may have with parents/carers. If you are concerned about your child's progress or any other difficulties they may be experiencing, please talk to their class teacher or the SENCo- Mrs Penrose.

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

The overall responsibility for your child's success lies with the Governing Body and the Headteacher. They are supported by teaching staff, teaching assistants, you as parents/carers, and your child.

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

Bosvigo school has an inclusive ethos and aims to provide a broad and balanced curriculum which meets the needs and interests of all children. All children in school access differentiated lessons to match their needs as individual learners. Children who are identified as needing SEN Support will have an Individual Provision Map which outlines how the curriculum is made accessible to them.

*4. How will school staff support my child?*

Staff support all children to reach their potential through differentiated teaching, individual targets, targeted interventions and pastoral care/TISUK. School staff are available to parents/carers for the discussion of individual needs where needed.

*5. How will I know how my child is doing and how will you help me to support my child's learning?*

Bosvigo works in partnership with all parents and carers and staff are available by appointment to discuss how your child is doing and how you can support them at home. A report is sent home in the summer term of each year and parents/carers evenings are run twice a year. Achievements are regularly shared with parents/carers to celebrate success and the school will invite parents/carers into school if they are worried about a child's progress. For those children on SEN Support parents/carers are invited to attend review meetings to help devise targets and agree a consistent home/school approach.

*6. What support will there be for my child's overall wellbeing?*

Children's wellbeing and emotional health is as important as their academic progress. All staff in school are there to ensure that your child is safe and happy. For children who are experiencing emotional difficulties we have TISUK Practitioners who will help children and families work through any difficulties that may affect the child's performance in school. We run a RSHE programme throughout the school to promote positive relationships.

The school nurse is also available to work with you and your child on any emotional and health difficulties that your child may be experiencing. Our First Aiders support individual medical needs and staff are trained, where required, in the emergency administration of medicine.

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

Risk assessments and safety policies are in place to ensure all children are safe within the school. Designated Governors have responsibility for health and safety, and safeguarding. The school premises are secure.

*8. What specialist services and expertise are available at or accessed by your school?*

Staff are skilled in meeting the individual learning, behavioural and social needs of children with moderate learning difficulties. If school staff think it is appropriate then advice from outside agencies can be sought. The school accesses a range of specialist services including; The Educational Psychology Team, the Autism Advisor, Speech and Language Therapists, Occupational Therapist, the school nursing team, the Child and Adolescent Mental Health Team, Early Support, Teachers of the deaf/visually impaired.

*9. What SEND training have the staff at school had or are having?*

We have a large team of experienced and dedicated staff who have experience of working with children with a wide range of needs such as autism, speech and language difficulties, dyslexia, behavioural and emotional needs. There are lots of individual areas of expertise among teachers and teaching assistants, and training is on-going. All staff receive annual basic first aid training and annual Safeguarding.

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

Provision will be made to ensure that all children will be able to be included in activities outside the classroom, including school trips and camps. The exception to this would be if a child's behaviour is a risk to themselves or others.

*11. How accessible is the school environment?*

There is access to most of the classrooms, however, there are stairs to 3 KS2 classrooms, for which there is no other means of access. There are disabled toilets.

*12. How will school prepare and support my child through the transition from key stage to key stage and beyond?*

Bosvigo liaises with pre-schools and secondary schools prior to the movement of children. Our EYFS teachers aim to visit all the pre-schools to meet the children in their current setting. The children are also invited into school for a range of activities, including lunch, on several occasions. An additional home visit can be requested. Where more detailed transitional plans are required, the SENCo and EYFS teacher meets with parents/carers to discuss additional support.

Secondary transfer involves a number of visits for children in the summer term of year 6, as well as staff meetings and parent open evenings. As with the pre-school transfer, where a more detailed transition is needed, an individual plan will be created.

Within school, class teachers meet at the end of each year to plan the transition and discuss children. Children have a visit to their new classroom for half a day. Some children needing extra support may be given a transition book to look at over the summer.

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

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals.

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

Pupil progress meetings are held every half term. The progress of all children is discussed and if any additional support is needed then it will be discussed at these meetings. As far as possible, support will be provided from within the class team, but may be targeted at specific times eg break times. Parents/carers will be kept informed of any additional support that your child receives. You will be kept up to date with your child's progress through yearly reports and twice yearly parents/carers evenings.

If the evidence suggests that even higher levels of support may be beneficial, this is agreed by senior leaders and additional support will be requested from the Local Authority.

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

The school's SENCo- Mrs Jo Penrose.

*16. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?*

Please feel free to talk to Mrs Penrose, or the Headteacher, Mr Wallis if you have any concerns. Where concerns persist, parents/carers are asked to write to the Chair of Governors.

*17. How is your Local Offer reviewed?*

Our Local Offer is developed through consultation with staff and governors. It will be reviewed on an annual basis, or at a time where individual needs necessitate.