



Bosvigo School
Valuing all, developing all

Our 'School 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 SEND which involves all the staff adhering to a model of good practice. All the teachers at Bosvigo are teachers of children with SEND. 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

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Assemblies with appropriate signs and visual aids used ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ Differentiated output or outcome e.g. use of ICT, fewer sentences ○ Increased visual aids/modelling ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Illustrated dictionaries ○ Use of writing frames ○ Ensuring appropriate reading material available ○ Weekly spelling lists (phonics led) ○ Multi-sensory phonics approach e.g. Read Write Inc. (RWInc) ○ Pastel backgrounds on Interactive Whiteboards ○ Individual white board ○ Access to overlays/reading rulers 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor control programme ○ Specialist resources - pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Brain gym exercises ○ Sand and water play ○ Provision of left handed equipment ○ Seating arrangements (r-handed, l-handed etc) 	<p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Golden Rules ○ Structured school and classroom routines ○ Positive reward systems ○ Consistent and progressive sanction system for when rules broken ○ Teaching listening through circle time games ○ Use of thinking time/sand timer ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Mental Well Being RSHE curriculum ○ VAK - variety of teaching styles used to suit pupils ○ Visual timetables ○ Use of symbols ○ Use of first hand experiences to stimulate learning ○ Trusted Adult Scheme

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<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Speech and Language support groups ○ Word finding prompts ○ Individual Provision Map 	<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Task Board ○ Group use of ICT programmes ○ Small group of support for literacy outside class e.g. RWInc, Fresh Start ○ Small group of support for maths outside class ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Phonological Awareness programme ○ Precision Teaching ○ Pastel paper 	<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Differentiated PE resources ○ Sports events - additional preparation ○ Handwriting scheme 	<p style="text-align: center;">Targeted Provision</p> <p><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Alternative lunch-time provision ○ Socially Speaking ○ Circle of Friends ○ Use of buddy system ○ Play Therapy ○ TIS support ○ Nurture group ○ Support through stories eg Bag of worries

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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Personalised Engagement Curriculum and Assessment ○ Personalised timetable ○ Individual Speech therapy Care Plans. ○ Intervention delivered by Speech therapist or specialist TA ○ Individual visual timetables / schedule ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Task Board ○ Individual ICT programmes ○ Work station for part of day ○ Social stories ○ Outside agency advice eg ASD team ○ Individual risk assessments ○ Augmented Communication aids ○ Sensory Diet; Movement group ○ Sensory aids eg fiddles; weighted clothing; chewelry ○ Access to Sensory Room ○ Calm Place eg tent ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Personalised Engagement Curriculum and Assessment ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning ○ One to one support for literacy outside class e.g. RWInc, Fresh Start ○ One to one support for maths outside class ○ Toe by Toe ○ List of current and future topic words ○ TA support daily with IPM outcomes ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice ○ Efficient word processing ○ Task Board ○ Sensory aids eg fiddles; weighted clothing; chewelry 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Personalised Engagement Curriculum and Assessment ○ Provision of specialist equipment - ICT, sloping board, grips, sticky mats, wobble/wedge cushion etc ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Physio exercises ○ Classroom access ○ Chewelry ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○ Access to Sensory Room 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Personalised Engagement Curriculum and Assessment ○ Individual reward/sanction ○ TA support - communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Counselling ○ Individual seating or work station for aiding concentration for part of day ○ Meet and Greet ○ Home school liaison book ○ Weekly feedback to parents ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ Planned used of physical positive handling (Team Teach) ○ CAMHS involvement and referral ○ Penhaligon's Friends (bereavement) ○ Dreadnought referrals ○ TIS support

Answers to Frequently asked Questions

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 lessons to match their needs as individual learners.

Children who are identified as needing SEND 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 mid-term report is sent home in the spring term and another 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 an RHSE 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, social and emotional needs. There are lots of individual areas of expertise among teachers and teaching assistants, and training is on-going. All staff receive biennial 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 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 two reports during each academic year 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.