



equality is not giving everyone the same thing
equality is giving each individual what they need to succeed



Special Educational Needs and Disabilities Coordinator: Miss Tamsin Cocks – SENDCo
Contact details: tcocks@kennallvale.tpacademytrust.org - 01872 863672

Kennall Vale School SEND links:

- Special Educational Needs and Disability Policy
- Equality and Diversity Policy
- SEND Annual Review
- Accessibility Policy

Kennall Vale School has a strong policy of inclusion and is committed to ensuring that all pupils have an equal entitlement to high quality teaching and learning and that effective strategies are in place to meet that commitment. We use a graduated response to our offer, which in the first instance ensures our **universal offer includes a broad range of provisions aimed at meeting all learners' needs** ensuring high quality teaching and learning. If a child requires **different or additional provisions to support their learning, a more targeted approach is followed** based on the individual need. When there is evidence to suggest that a child requires more than targeted provisions, we seek **specialist support from external agencies and make collaborative decisions** with all stakeholders regarding the recommendations.

Universal Provision is the responsibility of all teachers and staff within a mainstream school to make learning and the environment as accessible as possible for all learners.

Communication and Interaction Including ASD & SCLN	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	Sensory and/or Physical Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,	Social, Mental and Emotional Health including ADHD
Universal - provision for all	Universal - provision for all	Universal - provision for all	Universal- provision for all
- Flexible teaching arrangements - Structured school and classroom routines - Warning of change - Differentiated curriculum delivery e.g. simplified language - Modelling and gesture - Increased visual aids/modelling - Visual timetables - Use of symbols - 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 - Peer and adult support - Home school links - Multi-sensory approach - Opportunities outside class based work - Access arrangements for assessments	- Differentiated tasks - Movement breaks - 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 etc. - 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) - Touch-type sessions - Structured Synthetic phonics approach e.g. Essential Letters and sounds - Multi-sensory phonics approach - Pastel backgrounds on Interactive Whiteboards - Individual white boards - iPads - standardised illustrated signs and labelling - positive, inclusive and supportive class environment - pictorial, concrete and practical resources - grouping and seating arrangements	- 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 - Written signs for class labels in classes - Wake and Shake - Huff and Puff - Seating arrangements (r-handed, l-handed etc) - iPads - teacher positioning - good listening culture - acoustic treatment (Clouds) - good lighting	- Whole school behaviour policy - Class Behaviour charts - Positive behaviour strategies such as Good to be me - Structured school and classroom routines - Positive reward systems - Consistent and progressive sanction system for when rules broken - School Council - Teaching listening through circle time games - Use of puzzles and games - Involvement in after school clubs - Individual job and responsibility - Support of lunchtime supervisors at lunchtime - Plymouth Argyle Play-leaders - SEAL curriculum weekly focus on social, emotional aspects of learning - Mental Well Being PHSE curriculum - Playground friends and buddies available - VAK – variety of teaching styles used to suit pupils - Visual timetables - Use of symbols - Use of first hand experiences to stimulate learning - THRIVE culture/TIS trained practitioners - Outdoor learning

Targeted Provision is required if a child requires additional support beyond the settings ‘**Universal Offer**’.

Communication and Interaction Including ASD & SCLN	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	Sensory and/or Physical Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,	Social, Mental and Emotional Health including ADHD
Targeted - needs that are additional and different - Speech and Language support groups - Individual Provision Map - Explicit teaching of social concepts, eg: social stories - Group interventions - Individual interventions	Targeted - needs that are additional and different - 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 English/maths outside class Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats - Phonological Awareness programme - Working Memory Group - Precision Teaching - Pastel paper - Advice from the Cognition and Learning team - Extra thinking and answering time - Prelearning - Movement breaks - Task plans to support working memory - Coloured paper - Checking for understanding - Font size - Quiet learning areas - Touch typing	Targeted - needs that are additional and different - Individual Provision Map - Fine Motor skills programme - Gross Motor skills programme - Differentiated PE resources – spider balls, balloon balls etc. - Sports events – additional preparation - Handwriting scheme - Enlarged and/or modified resources - Advice from external professionals - Extended processing time - Maintaining audio equipment - Writing slope - Pencil and pen grips - Touch typing	Targeted - needs that are additional and different - Individual Provision Map - Alternative lunch-time provision - Use of buddy system - Thrive/TIS - PAFC – nurture groups - Personalised structured activities - Individual reward/sanction - TA support – communication of feelings - TA support individual debriefing/pre-empting

Specialist Provision is sought when a child has barriers to their learning and Universal and Targeted provisions do not meet the specialist need.

Communication and Interaction Including ASD & SCLN	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	Sensory and/or Physical Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,	Social, Mental and Emotional Health including ADHD
Specialist - Provision for specialist needs - Individual Provision Map – IPM - EHC - Individual Speech therapy - Intervention delivered by Speech therapist or specialist TA - Individual visual timetables - Visual Supports eg Now/Next boards; Choice Boards; - Individual ICT programmes - Work station for part of day - Social stories - Outside agency advice - Individual risk assessments - Augmented Communication aids - Sensory Diet ; Fun Fit; TAC PAC; - Time to talk programme - Sensory aids - Access to Sensory Room - Calm Place - Increased Adult Support - Additional planning and arrangements for transition - Home/School book - Ear Defenders - Chewy tools (chewelry) - Fidget tools - Other sensory aids (e.g. weighted blanket) - Communication books	Specialist - Provision for specialist needs - Individual Provision Map - EHCP - Pre-teaching of class learning - Reinforcement practice of class learning - Use of individual ICT programmes targeting learning e.g Modmath - One to one support for literacy outside class - One to one support for maths outside class - 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 - Dyslexia packs - Tinted overlays/rulers - Daily home/school liaisons - Personalised timetables - Assistive technology	Specialist - Provision for specialist needs - Individual Provision Map - EHCP - Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special 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 - Handwriting - Physio exercises - Classroom access - Chewy tools - Ear defenders - Fidget tools - Other sensory aids (e.g. weighted blanket) - TA support in PE/dance/games - Supported movement around school campus - Assistive technology - VST - HST	Specialist - Provision for specialist needs - Individual Provision Map - EHCP - Individual Behaviour Plan - Playtime monitoring - Counselling from outside agency – referral made - Individual seating or work station for aiding concentration for part of day - Home school liaison book - weekly feedback to parents face-to-face - Time out system and space - Additional transition arrangements - Individual risk assessments - Internal exclusion - Planned used of physical positive handling (PRICE) - CAMHS involvement and referral - Penhaligon's Friends (bereavement support) - Dreadnought referrals - The Wave Project - Draw and Talk - BF Adventure - Access to trusted adult - Directed and supported play/lunch times - Small group interventions.

1. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
School Nurse Children's Services	When your child starts school, we offer a comprehensive health assessment. We can support with any health concerns you may have for your child. This includes: • weight management • medical conditions • day and night time wetting As well as support to access health services, such as: • dental • vision • hearing care • emotional / mental health We may also work with other practitioners to make sure your child's health and wellbeing remains a priority. Your child can have access to their School Nurse throughout their primary school years.	Health Visiting and School Nursing Team: 01872 322779 hvsnadvice@cornwall.gov.uk For more information see displayed Poster in the notice board or click on the link below. https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/5-11-years/
CAMHS Children and Adolescent Mental Health Service	Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or carers.	New Referrals 01209 881 600 http://www.cornwall.gov.uk/earlyhelp Existing Referrals 01872 246 980 Mental Health Support https://www.cornwallft.nhs.uk/help-for-u19s
SEN Services Southwest	We are Sue Plechowicz and Tracey Foster and together we run SEN Services Southwest. Established in 2014, we provide education	SEND Consultants Sue Plechowicz: 07854110297 Tracey Foster: 07913 179125

	establishments with consultancy services, assessments of pupils and training for staff.	senservicessw@gmail.com
Educational Psychological Services	We work with children and young people, their families and educational settings. Our role is to promote positive outcomes for vulnerable groups of children and young people including: children and young people with general or specific learning difficulties children and young people with physical disabilities and significant medical needs children and young people in care and those who have Social Care involvement young people with emotional and mental health needs. They may also present with behavioural difficulties	Educational Psychology 01579 341132 educationalpsychology@cornwall.gov.uk https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/
Early Support	Refer for EY pupils with disabilities. Must be in receipt of support from at least two other agencies. TAC meetings will bring together all professionals working with the child and family to ensure the best possible care and provision.	Early Help Hub 01872 322277 earlyhelphub@cornwall.gov.uk https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/#ehh Multi Agency Advice 0300 123 1116
Speech and Language	The Speech and Language Therapy Service supports children and young people in Cornwall aged 0-19 years who have difficulties with; Understanding what is said to them Learning to talk Talking clearly (saying speech sounds) Stammering Swallowing (eating and drinking) Using language to interact with other people	Specialist Speech and Language Therapist Communication Support Team 01208 256262 cft.saltrequestforhelp@nhs.net https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/

Hearing Impairment Service	The Team supports children and young people with an educationally significant hearing loss across Cornwall in their home, pre-school setting, mainstream or special school or college.	Sensory Support Team Lead - Trudy Chappell 01726 226882 sensorysupportservice@cornwall.gov.uk http://www.cornwall.gov.uk/hearingsupport
Vision Impairment Service	The Team supports children and young people with vision impairments across Cornwall in the home, pre-school setting, primary school, secondary school or college.	Sensory Support Team Lead - Trudy Chappell 01726 226882 sensorysupportservice@cornwall.gov.uk https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/
Dyslexia Support Service	Advice and training	Jane Trapmore: 01579 341268 jtrapmore@cornwall.gov.uk Sandra Page: 01736 575422 spage@cornwall.gov.uk Bolitho House Laregan Road Penzance TR18 4NY
CHES (The Community and Hospital Education Service)	Referrals for pupils unable to attend school through illness	CHESapa@acornacademycornwall.org.uk

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

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

2. Pupil progress

Please refer to the school's assessment policy

3. How we know how good our SEND provision is

At Kennall Vale we have our Headteacher (Miss Tamsin Cocks) and a governor with responsibility for SEND (Mrs Janine Bisson). Both the SENDCo and the Local Monitoring Committee rigorously monitor provision and outcomes for pupils with SEND and report to the governing body. Actions resulting from every monitoring visit are added to the SEND strand of the School Development Plan. She has termly meetings with SENDCo staff from across TPAT and is well supported by James Woodward – SEND Lead for the Trust.

4. If you wish to complain

The school has a complaints procedure which can be accessed on the school website or from the school office. However, it is the policy of the school to ensure excellent lines of communication with parents and carers so that any issues may be resolved early on.

Answers to Frequently asked Questions

1 How do people in school know if a pupil needs extra help?

Ongoing assessment for learning, pupil conferencing and communication with families.

2. What should I do if I think my child may have special educational needs?

Make contact with the SENDCo: Miss Tamsin Cocks: 01872 863672 – tcocks@kennallvale.tpacademytrust.org

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

Your child's class teacher has overall responsibility for the progress of your child. Progress will also be monitored closely by the senior leadership team and the SENDCo

3. How is the curriculum matched to my child's needs?

Kennall Vale follows the Assess, Plan, Do and Review model. In this way assessments on your child will inform the way in which the curriculum is tailored to the needs of your child.

Targets to enable your child to make good progress are set and reviewed termly. For pupils with SEND, parents are involved in the process and will be contacted by the school.

5. How will I, and my child, know how well they are doing?

Pupils requiring more specialist or targeted provision will be placed on a Record of Need (RoN) and their progress against specific, time limited targets will be carefully monitored.

4. How do school staff support me/my child?

The SENDCO is able to signpost families to a wide range of services depending on the needs of child or family. The Local Offer details all services available locally and can be found on the school website: <https://www.kennall-vale.cornwall.sch.uk/web>

6. How can you help me to support my child's learning?

Class newsletters, detailing curriculum content, are sent home. For some targeted pupils, home/school books are used for communicating work, behaviour and/or any other issues that are of importance. During IPM reviews for those children on the RoN parents are fully involved in the target setting process and can discuss ways for them to help their child meet their targets.

7. What support is there for my child's overall wellbeing?

Kennall Vale School works with the MHST. This means that pupils who lack emotional resilience can be supported in a structured way. The school also has a member of staff who have completed Emotional Health and Wellbeing training through Headstart Kernow.

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

Kennall Vale has a clear safeguarding policy that sets out all measures taken to keep pupils safe and to help them feel safe. The policy can be found on the school website.

9. How is my child included in activities outside the classroom including school trips?

All pupils have opportunities to participate in trips and extra-curricular activities. For pupils with SEND reasonable adjustments are made to ensure inclusivity.

10. How accessible is the school environment?

There is a ramp leading into the main part of the school and disabled parking, closer to the school. The school will actively respond to anyone presenting with a disability that makes it difficult to access to the environment or curriculum. The school has improved the environment in high pitched rooms through the installation of acoustic treatment. Contact the Head teacher/SENDCo should you wish to discuss this further.

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

Transition days for all pupils enable them to acquaint themselves with their new classes and class teachers. Additional work on transition is in place for any pupil requiring greater reassurance/support. In addition to this, home visits are made to the homes of the new Reception intake and for our Year 6 pupils, there is a transition day, and staff from the schools into which they will feed visit Kennall Vale during the summer term. For pupils with SEND, additional visits to their new school will be made in order to support the transition.

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

Learning support staff are regularly deployed to work intensively with pupils with SEND resulting from pupil progress meetings, assessments or referrals. Provision is monitored with clear targets set and outcomes reviewed.

13. How is the decision made about what type and how much support each pupil receives?

The SENDCo will initially make the decision about suitable support and provision. The SENDCo may well involve appropriate external agencies to make assessments so that the appropriate advice may be given along with strategies to support the pupil. Families will always be consulted and permission sought prior to any assessment.

Who can I contact for further information?

Miss Tamsin Cocks: tcocks@kennallvale.tpacademytrust.org