

Kind
Empowering
Nurturing
Nourishing
Aspiring
Life-Long
Learning

Values
Active
Leaders
Enriching



Kennall Vale School School Offer 2021/22

Kennall Vale School has a strong policy of inclusion. All staff understand their responsibilities towards all groups of children. Kennall Vale School is committed to ensuring that all pupils have an equal entitlement to high quality teaching and learning and effective strategies are in place to meet that commitment.

Name of the Special Educational Needs/Disabilities Coordinator: Mr Rob Chirgwin (Headteacher)

Contact details: head@kennall-vale.cornwall.sch.uk / 01872 863672

Link to Kennall Vale's: Special Educational Needs and Disability Policy, Equality and Diversity Policy and Accessibility Plan/Policy: <http://www.kennall-vale.cornwall.sch.uk/send-provision/>

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; I Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p>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 ○ Use of symbols; PECs ○ 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>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 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 including ○ Weekly spelling lists (phonics led) ○ Touch-type sessions ○ Structured Synthetic phonics approach eg. Letters and sounds ○ Multi-sensory phonics approach ○ Pastel backgrounds on Interactive Whiteboards ○ Individual whiteboard 	<p>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 ○ Written signs for class labels in classes ○ Wake and Shake ○ Huff and Puff ○ Seating arrangements (r-handed, l-handed etc) 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Team Points ○ Class Behaviour chart ○ 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 ○ 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

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<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Speech and Language support groups ○ Individual Provision Map 	<p>Targeted Provision <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 e.g. Clicker 6 ○ 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 ○ Kindle readers 	<p>Targeted Provision <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 - spider balls, balloon balls etc. ○ Sports events - additional preparation ○ Handwriting scheme 	<p>Targeted Provision <i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Alternative lunch-time provision ○ Use of buddy system ○ Thrive/TIS ○ PAFC - nurture groups

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<p>Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ 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; ○ 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; ○ Sensory aids ○ Access to Sensory Room ○ Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders ○ Chewy toys (chewelry) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ 	<p>Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. Nessy etc) ○ 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 	<p>Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or 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 toys ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○ 	<p>Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Individual reward/sanction ○ TA support - communication of feelings ○ TA support individual debriefing/pre-empting ○ 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 (Team Teach) ○ CAMHS involvement and referral ○ Penhaligon's Friends (bereavement support) ○ Dreadnought referrals ○ The Wave Project ○ Draw and Talk ○ BF Adventure

1. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
School Nurse Children's Services	Refer for any physical or mental health issues. The nurse will work with both school and home. Parents may refer as well as school professionals.	01872 221704/07747532615 Cpn-tr.ChildrensCMC@nhs.net Leaflets available, on display, for parents.
CAMHS	Refer for mental health	01872 221400 https://www.cornwall.gov.uk/school-messenger-home/pupil-support/child-health/care-management-centre-cmc-and-camhs-referrals/
SEN Services Southwest and EP	Refer for assessments learning difficulties and advice	Tracey Foster: 07913 179125 senservicessw@gmail.com
Educational Psychological Services	Referrals/ reports for statutory assessments	01872 323380 01872 323906
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.	01326 311779/07581 064503 Early Help Coordinator Multi Agency Advice 0300 123 1116
Speech and Language	Referrals for pupils presenting with speech and language difficulties.	Specialist Speech and Language Therapist Communication Support Team Education Health and Social Care One Stop Shop 39 Penwinnick Road

		St Austell PL25 5DR Tel: 01872 327418 Mob: 0776961830
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 SEN provision is

At Kennall Vale we have an experienced teacher (Mr Chirgwin) and a governor with responsibility for SEN (Mr Kieran Jermyn). In the 2021-22 year, Mr Chirgwin is completing the National SENDCo Award through Plymouth University. Both the SENDCO and the governor 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 SEN strand of the School Development Plan. Rob Chirgwin has termly meetings with SENDCo staff from across TPAT.

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 SENCO: Mr Rob Chirgwin: 01872 863672

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 SENCO

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 regularly reviewed. 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 SENCO 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: www.kennall-vale.cornwall.sch.uk

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

Class newsletters, detailing curriculum content, are sent home. For targeted pupils, home/school books are used for communicating work, behaviour and/or any other issues that are of importance.

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

Kennall Vale has trained TIS practitioners on the staff. 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 SENCO 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 SENCO will initially make the decision about suitable support and provision. The SENCO 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.

5. Who can I contact for further information?

Mr Rob Chirgwin: 01872 863672