



JACOBSTOW PRIMARY SCHOOL and PRESCHOOL **Our 'Local Offer' for Special Educational Needs and Disability (SEND)**

Jacobstow Primary School and Preschool is a member of the Bude Communities' School's Trust.

The Bude Communities' Schools' Trust (BCST) Special Education Needs and Disabilities (SEND) team are, in both vision and practice, committed to inclusion of all children.

The schools who are members of the BCST work with children who have a range of special education need and disability including: Autistic Spectrum Disorder, Dyslexia, Dyscalculia, Dyspraxia, complex medical need, complex physical need, speech, language and communication needs, emotional and social needs and mental health difficulties.

Within the resources of all of the schools we have expertise in meeting the needs of these children and we share this expertise through close and regular communication. The BCST head teachers and the SENCo's meet regularly to share ideas, resources, knowledge and skills.

Staff within the BCST schools have had training in a wide range of different areas of SEND support including: ASD (we have an ASD champion), Team teach, TEACCH, Speech, Language and Communication Development, Language for Learning, Dyslexia Friendly Schools techniques and principles, including diagnostic screening, pastoral support, bereavement, mobility support, sensory development and medical interventions for asthma, epilepsy and other specific needs. These skills are shared between schools when the need arises.

The BCST schools have a commitment to Quality First Teaching with class teachers being responsible for preparation, planning and differentiation for all children including those with SEND. The SENCo's role in each school is to offer advice and administrative support to class teachers, parents and other stakeholders.

Name and contact details of the Special Educational Needs and Disabilities Coordinator at Jacobstow primary School and Preschool is: Mrs Sue Russell

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> 
<p>Quality First Teaching ensuring:</p> <ul style="list-style-type: none"> • Positive relationships with all staff • A safe secure environment which enables them to feel comfortable about sharing their thoughts, ideas and concerns • A pupil council which represents the views of children across the school and which is elected by democratic principles • Pupil questionnaires and surveys which allow children to express their views about school and comment upon the school • General pupil conferencing which engages the children in discussion about the school, what it does well and what it could do better • Assemblies that explore the social, cultural and moral dimensions of the school community • Exciting and challenging learning experiences which engage children with their learning and help them to value school 	<ul style="list-style-type: none"> • Individual pupil conferencing to assess attitude, aptitude and need • Small group responses to specific needs in specific circumstances • Differentiation and modelling to target support that best meets needs • Targeted assessment to ensure that needs re identified and addressed through discussion with the child. • Adjustments to learning and pace to ensure that it reflects the needs of children • Regular review of learning with children to monitor their progress and determine their views of progress and effectiveness of provision – ‘How do you learn best?’ • Intervention matched to need • Software support specific to need 	<ul style="list-style-type: none"> • Modified curriculum • Modification of language to ensure access • Cueing and timetabling to ensure understanding of processes and routines of the day. • Software support to enable access • Individual support to mediate needs • Specialist professional help to develop skills and offer advice

2. Partnership with parents and carers

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"> • Jacobstow recognises that it has a particular issue with the engagement of parents because of a wide spread catchment area leading to the most children using school buses. This means a lack of 'doorstep' parents. • We build communication with parents through regular events that parents are invited to – sports days, praise assemblies, class and whole school productions, visits and events where parents are invited to help. • We hold an annual 'come to school with your child' days. • All children have 'Home School' Diaries • We have introduced the Clasdojo to support daily communication with parents. • We hold 3 termly parent meetings to give feed back to parents on the progress of their children • Questionnaires allow parents to share their views of the school and on specific areas of school life i.e. SEND, communication. • Specific information meetings when children start school to ensure that parents are aware of what we expect from them and importantly what they can expect from us. 	<ul style="list-style-type: none"> • We use a range of methods of feed back to ensure that parents are given opportunities to discuss concerns even if they are unable to come into school – telephone and email conferencing. • We provide work shop support to allow parents to learn how to support their children in learning • We try to engage fathers who are the biggest role models for boys • We encourage parents to communicate with others who have had the same experiences • We offer ideas for home based strategies to help to support the continuation of good practice at home 	<ul style="list-style-type: none"> • We offer 1to 1 support for parents to share their concerns • Individualised ideas and plans to help parents meet their children's needs • Referral for professional support and advice • Referral to rest bite care providers or out of school provisions • We sign post addition support services • We direct them within school to staff who have particular skills and specialisms • TAC meetings and other professional meetings are held in school because parents tell us that is what they prefer • Children are given a choice about whether they wish to attend meetings as many find the prospect daunting – if they choose not to their voice is heard through their One Page Pupil Profile. • We ask parents what they expect from the provision and try to ensure that we link their ideas and ours together.

3. The curriculum

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"> • The school website has a curriculum statement outlining the principles of teaching with the school and directing parents to calculation policies and specific topics for learning within classes. • There is differentiated curriculum planning, activities, delivery and outcomes. • Targeted group teaching. • In class TA support aid differentiation • Modelling, writing frames, learning walls and independent learning strategies are shared • Visual timetables support pupils to know what is coming next during the day. • Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum. • Our school rules and supports encourage resilience in learning. 	<ul style="list-style-type: none"> • Catch up programmes for literacy and numeracy interventions are based upon individual pupil need following formative assessments on a weekly basis • Evaluated and planned intervention work based upon good quality assessment • Intervention work by TAs based upon teacher planning • Software support i.e. Nessy, Clicker 	<ul style="list-style-type: none"> • Adaption of planning to meet needs • Practical development of learning recognising styles of learning • Mind mapping • Precision teaching programmes • Modelled support • Cueing with more broken down timetables possibly using photos/visual cues • Sensory breaks in learning to restore concentration and refocus learning

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> 
<p>Quality first teaching means that teachers:</p> <ul style="list-style-type: none"> • have high expectations of learning, interaction and presentation • expect children to behave well and engage with their learning • build upon known and assessed learning • recognise that children learn in different ways and provide a variety of learning experiences in recognition of this variety • use assessment for learning strategies to ensure that learning is secure • provide challenge to ensure good progress in learning • mark work effectively to ensure that children can learn from their work and are able to move to the next steps • use effective target setting to support progress • deliver a curriculum that reflects interests and enthusiasms • We will ensure that all staff know and understand the needs of all pupils. • All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice 	<ul style="list-style-type: none"> • Targeted specific small group teaching from well qualified teachers and TAs – sometimes in class and sometimes in withdrawn teaching room. • Following assessment children may be grouped according to their need and to their learning style • Teachers provide planning to be delivered, adapted and outcomes evaluated to enable children make good progress and catchup • Quiet withdrawn teaching room allows children to focus on their learning without the distraction of the whole class 	<ul style="list-style-type: none"> • Specialist training professionals working with the child to give advice and support to the class teacher to ensure that planning and provision specifically meets needs • Children may work along side their peers but on a modified curriculum • Children may work on specialist programmes of learning based upon professional external assessment and advise –i.e. social stories • Children with Education Health Care Plans have additional adult support, if necessary, to allow them to access their learning in an appropriate way. • Education Health Care Plans are reviewed regularly with parents and annually in accordance with statutory requirement. • Emotional Literacy support (ELSA) supports children emotionally so that they are in a position to be able to learn. • Trauma Informed School (TIS) staff support children with long or short term mental health issues

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"> • Preschool and Early years provision works through the Early Years Curriculum to support children to develop independence skills and ensure that they expect to have secure self help skills. • The school models and supports the principles of Independent Learning – ‘I can...’ or ‘I can’t do it yet...’ this forms the basis of our philosophy of teaching. • There is an expectation from staff that children will be able to work independently with support from working walls, dyslexia friendly techniques, the principles of which are applied to all children as good practice in teaching. • Individual targets • Classroom timetables allow children to be clear about what is happening during the day and therefore what to expect. 	<ul style="list-style-type: none"> • Identification of needs. • Small group support in class from teacher or TA good quality support with challenging questioning and promoting but not doing the work for the children • Facilitating access to learning through the appropriate differentiation of tasks and activities • Extensive use of visual support • Provision of individual/visual timetables and checklists • Provision of sand timers where appropriate • Scaffolding e.g. writing frames, story maps • Additional resources if appropriate • IEPs 	<ul style="list-style-type: none"> • Additional staff to support specific children encouraging increasing independence • TIS and ELSA support to allow children to recognise their own emotional responses and therefore gain independence.

6. Health, wellbeing, emotional support and social Interaction opportunities

<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>All pupils have the opportunity to confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding.</p> <p>Our key scheme for delivering PSHE is SEAL with additional support from R time materials.</p> <p>There is also a PHSE element linked to our core curriculum, Inspire.</p> <p>There are opportunities for children to talk about a range of issues including any fears, confusion and guilt and health concerns</p> <p>There is a continuity of care which comes from all members of the school staff.</p> <p>Children are encouraged to identify a key trust person who they feel they are able to talk to in case of need.</p> <p>Engagement in Height and Weight Checks</p> <p>Liaison with school nursing team</p> <p>Liaison with Speech and Language Therapists</p>	<ul style="list-style-type: none"> • Identification of need • Small group activities to address needs – i.e. Circle of Friends • Discussion with parents or carers • Initial referral and advice from paediatrician, SALT, OT etc 	<ul style="list-style-type: none"> • TIS and ELSA support • Learning and Cognition support • Referral for a CAF • Application for an Educational Health Care Plan if appropriate • 1:1 support • Full inclusion in all school assessment and tasks • SENCo assessments and monitoring to ensure appropriate intervention and access to learning • Involvement of specialist agencies and therapies as appropriate to the children's needs, i.e. lego therapy, music therapy, play therapy • Referral to CAMHS (Child and Adolescent Mental Health Services)

7. 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> 
<ul style="list-style-type: none"> • Annual review of the school site to ensure overall safety of all aspects of the school buildings and site: action plan for items which need to be updated – i.e. secure catch on field gate • Near miss record to record incidents which might have resulted in injury – follow up to ensure that the cause of the near miss is resolved and secured. • Full compliance with all mechanical, electrical, water, general building maintenance. • Health and Safety Audit with follow up actions • Risk assessment compliance using EEEEC online assessments • Tidy well maintained classrooms with bright cheerful displays which celebrate children's work as well as working walls supporting children's independence and encourage and stimulate learning. • Support frameworks for enabling independent learning 	<ul style="list-style-type: none"> • Visual timetables support learning for all in the classes but are specifically designed to support those with additional needs. • Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources. • Supportive computer programmes. • Additional laptop and software targeted at SEND children. 	<ul style="list-style-type: none"> • We have a challenging school site, there is limited access for wheelchair users although risk assessment would suggest that additional adult support to accompany wheelchair users is sensible due to the steep nature of the slopes. See Disability Access Plan. • Expected inclusion of all children in all events and reasonable adaptations made to enable interaction with events. • Additional staff support for EHCP children and others in short term need • Specialist training for staff to meet specific learning needs. • Specialist resources to support specific requirements. • Additional facilities would be provided should specific need arise. • The school would make all reasonable adaptations to support the needs of a child.

8. 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> 
<ul style="list-style-type: none"> • All children have 2 transition days with their new class during the last 2 weeks of the summer term preparing them for their new class in September. • Preschool children have a term of weekly transition visits ending a 2 day taster. • Secondary children have a series of transition experiences with teachers from the secondary school and the children visiting the secondary school. A 3 day transition programme at the receiving school. Most children go to Budehaven. • All staff are involved as house tutors, doing play ground duties and teaching staff do 'at a distance plenaries' in each other's classes so all children are very familiar with all staff. 	<ul style="list-style-type: none"> • Additional secondary school visits, school maps and pre term timetables • 1 to 1 information sharing about individuals and groups on preschool and secondary transfer 	<ul style="list-style-type: none"> • Transition books • Count down to the transition • Specific work spaces within classrooms • Gradual moving during the previous term before fulltime transition in September • Additional visits to the next school setting • Visits to previous school settings to have a thorough handover • Arrange for the next setting to provide photos of key staff, per entry timetables and maps of school layout • Specific handovers to receiving schools, close liaison between SENCOs

Jacobstow Primary School Graduated Approach to SEN Support.

All children complete a One Page Profile with statements:

People like me because, I am good at, I want to get better at ..., The best way to help me is....

Jacobstow Primary School Graduated Approach to SEN Support.

Usual Class assessment processes

- ➡ Not making expected progress
 - ➡ Intervention programmes in place
 - ➡ Specific assessment against SEN criteria
 - ➡ Discussion with child and parents
 - ➡ Register as a Concern – review of interventions
 - ➡ Evaluation, assessment, impact, progress
 - ➡ Progress indicates no further need for intervention remove from Register of Concern
 - ➡ Lack of progress review of plan,
 - ➡ Register of Individual Need -additional support and provision in place
- PLAN – DO – REVIEW**
- ➡ Progress move from Register Individual Need and monitor
 - ➡ Lack of progress referral for advice and support to external agencies
 - ➡ If problems continue and are considered to be long term refer for

Education Health Care Plan assessment.

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
CAMHs	Adults and Child mental health services to support children with emotional needs	School referral/ Early Help Hub/ self referral
SALT	Speech and Language therapy support for those meeting the criteria for assessment	School referral/ Early Help Hub or GP
OT	Occupational Therapy –supporting children with physical and sensory difficulties.	Through school or GP
Educational Psychologist	Assessment of children with cognitive difficult	School referral/ Early Help Hub

Family Support	Providing support services to families in need	School referral/ Early Help Hub
Early Support	Assessment and support for children from Preschool age onwards.	School referral/ Early Help Hub
Dyslexia support	School and family assessment and support for children with dyslexic tendencies	School referral/ Early Help Hub
Communication support ASD pathway	Advice, support and practical intervention for children with ASD	School referral/ Early Help Hub
Educational Welfare Service	Supporting attendance at school	01872326530 Cornwall Council
School Nursing service	Health Support and advice	01288287722 School referral/ Early Help Hub
The Virtual School	Support for children in care	01872 323565
MARU Multi Agency Referral Unit	Social Care referrals, safeguarding concerns and advice	0300 1234 101 or Cornwall Council

Bude Area Trust- Activities and Information Booklet:

Trust School contact numbers:

Budehaven Community School: 01288 353271
 Bude Primary Federation: 01288 353798 & 01288 352731
 Jacobstow School: 01840230337
 Kilkhampton School: 01288321259
 Stratton school: 01288353196
 Whitstone School: 01288 341241
 Marhamchurch School: 01288 361445
 St Marks, Morwenstow : 01288 331395

For Children:

Scouts, Cubs and Beavers- Amanda Lovejoy 01288 321635- www.3rdbude-rowanscoutgroup.co.uk
 Scouts, Cubs and Beavers- Annie Winsland 07576183622
 Brownies
 Boys Brigade for more details please contact Gladys: on 01566 781346 or email: gladys.jose@btconnect.com
 Swimming- Splash- Telephone: 01288 356191
 Budehaven Community Leisure: 01288 353714

Recreation Ground-01288352515
Adventure International- 08707775111
The Venue -01288355366
Bude Surf club- 01288 350007
Bude Sharks- web@budesharks.co.uk
Bude Rugby club- 01288354795
Bude Football club-Richard Pinkus 01288 355501
Bude Hockey club-Alan Muller Tel: 07814306848
Bude Youth Theatre- Richard- 01288 356537
CJS Dance school- cjenkins01@hotmail.com and 07792577537
Amanda Brook Dance- 07811 290923

Support for Children:

Young Carers-Liz Digweed-07834006454
Penhaligons Friends-support for Bereaved children- 01209 210624 or 01209 215889
Kooth-young people in Cornwall have access to a free counselling service: 08453 307 090
Mobile: 07702 812 638 Email aaron@xenzone.com www.kooth.com
Youth Work- csfenquiries@cornwall.gov.uk
Barnardos -01566 86873
Action for Children-01726 815005

Support for Parents:

Health visitors-01288 287742
FIS-0800 587 8191
Community Children's Nurse-01237 426324 or 07789903106
Neetside surgery-01288 354444
Stratton Medical Centre- 01288 352133
April Lodge Dentist-01288 355355
Bude Children's centre- 01288 353968

Living support:

Energy help-Cornwall's Independent Energy Experts:
Freephone advice line: 0800 954 1956
Direct line: 01209 614975 ext 9213

Mobile: 07976 490956
Website: www.cep.org.uk

Council help 0300 1234 100
Stop Smoking- Julia Bright-07875266349
Health Trainer- 07824417555
Citizens advice bureau-0844 4994188
Housing help-0300 1234 161
Counselling support-BEME- 01579 373700
Adult social care-0300 1234 131,
Bude Town Council-01288 353576
Blanchminster Trust-Charity supporting the educational needs of local people-01288 352851
Bude Rotary Club-01409 255424
Bude Life Centre-01288 359714,
CAB debt help: <http://www.adviceguide.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?
Class teachers use continual assessment to identify the progress that children make and to determine when children have difficulties. Parents should also approach their child's class teacher if they have concerns about their child's learning. Children for whom there is a concern and whose learning is being monitored are recorded on a Concerns list. Children who following investigation, monitoring, assessment and perhaps need additional support to resolve their needs are placed on the Register of Need. Children for whom the need cannot be meet without significant additional support and intervention would be assessed under the Education, Health and Care Plan process.
2. Who is responsible for the progress and success of my child in school?
The class teachers are responsible for the progress and success of all children in their class. The head teacher is responsible for monitoring the success and progress within individual classes across the school. SENCO is responsible for monitoring provision for children with SEND for doing specific assessments, for giving advice and making referrals.
3. How will the curriculum be matched to my child's needs?

The curriculum is differentiated to meet the needs of all children. Children are grouped by ability and not age so that their learning needs can be met within the class teaching.

4. How will school staff support my child?

Needs will be identified, discussion with parents, interventions, assessments and if necessary external advice will be sought.

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

There are 3 termly parent meetings at which progress and current attainment are shared with parents. The school has an open door policy where parents can make appointments to see class teachers, ring to speak to them or use the head teacher/SENCo drop in appointments to find out how children are doing in school.

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

The school is aware that sometimes children with SEND can be the target of bullies, however, at Jacobstow School we pride ourselves on our inclusive policies and attitudes and the positive respect generally children give to each other. We provide a range of support for children through sensory support, some play and talking therapies

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

Jacobstow School has a strong commitment to safeguarding its children and ensuring that they find school a happy caring and safe place to be. Through our policies we give children opportunities to share any concerns they might have and encourage them to be open and honest about their feelings towards school.

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

This is covered in the Services section above.

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

This is covered in the 1st statement

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

All children are given the opportunity to go on school trips and reasonable staffing and transport adjustments are made to ensure that there is equal access.

11. How accessible is the school environment?

Covered in section 8 and link to disability access plan

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

Covered in section 9

13. 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.

14. 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.

15. Who can I contact for further information?

Class teacher, Mrs Russell Head teacher and SENCo, Mrs H South SEND Governor

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

Contact the head teacher, SEND governor, LA

17. How is your local offer reviewed?

This offer is reviewed annually or in line with changes to SEND legislation