

# Port Isaac Community Primary School

KARA DYSKI~LOVE LEARNING



## SEND Information Report October 2023

At Port Isaac, we are committed to providing a nurturing and inclusive educational environment for all students, including those with Special Educational Needs (SEN). Our intent for all of our pupils is to ensure that every child, regardless of their abilities or challenges, has access to high-quality education, tailored support, and the opportunity to reach their full potential so that they are ready for their move to secondary school.

### Our core principles for SEN provision at Port Isaac are as follows:

- **Inclusivity:** We believe in inclusive education where all students, regardless of their abilities, learn together in the same environment. This promotes understanding, empathy, and a sense of belonging for every child.
- **High Expectations:** We have high expectations for all students, and we believe that with the right support and encouragement, they can achieve academic success and personal growth.
- **Supportive Environment:** We create a supportive and nurturing school environment where students feel safe, valued, and respected. Our school culture encourages positive relationships and emotional well-being.
- **Quality Teaching:** We are committed to delivering high-quality teaching that is differentiated to accommodate diverse learning styles. Our teachers receive training and resources to support the inclusion of SEN students effectively.
- **Regular Assessment and Review:** We continuously assess and monitor the progress of SEN students through various assessment methods. This information is used to adapt and refine their individual provision map to ensure they make meaningful progress.
- **Parental Involvement:** We recognise that parents/guardians are essential partners in a child's education. We encourage open communication and collaboration to support the child's development both at school and at home.

### How do we support children with SEND?

During their time at primary school, many children will need additional or different support in order to help them overcome barriers to learning and fulfil their potential. Once identified as having additional needs, pupils are placed on the School Record of Need (RON) register.

The SEND code of practice recognises four areas of need:

#### **Cognition and Learning**

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Being below average or making slower progress, doesn't necessarily mean your child has special educational needs but it is something that we will explore and regularly assess.

### **Social, Emotional and Mental Health (SEMH)**

These are a type of special educational needs in which children and young people have severe difficulties in managing their emotions and behaviour. This might mean they show inappropriate responses and feelings to situations. They may have trouble in building and maintaining relationships with peers and adults, they may struggle to engage with learning and to cope at home or in school. Young people with SEMH may feel anxious, scared and misunderstood and behaviour can be really complex for school and home to manage.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to do, understanding what is being said to them or they do not understand or use social rules of communication. Every young person with SLCN is different, and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

### **Physical and Sensory needs**

Sensory needs, which can involve hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties and can occur for a variety of reasons - for example, congenital conditions, injury or disease. Specialist equipment or support maybe required to enable access to learning and full involvement in school activities.

### **Assessment**

Once concerns are identified and assessments have been completed, a meeting will take place between the class teacher, SENDCo and parents/carers. Below are the different stages of support.

### **SEN Support (Level 1)**

For a child on SEN Support, we are concerned about your child's progress in any of the four areas of need. At this stage (Level 1) , your child will have an individual provision map which will include individual short-term learning goals and extra provision required on top of quality first teaching. This stage may involve outside agencies and will be requested with your full support and consultation.

## EHCP (Level 2)

This will be when your child's needs aren't met even with the support received on level 1. An Education and Health Care Plan (EHCP) is a legally binding document outlining a young person's special, educational and social needs. The document is reviewed annually.

Pupils on SEN Support have their progress and provision monitored through the school's termly Plan, Do, Review Cycle.

### Level of Support and Provision

The table below provides the level of support and provision offered at Port Isaac Community School.

Cognition & Learning - Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)		
Our Universal Provision Provision for all	Targeted Provision Provision for needs that are additional and different	Specialist Provision Provision for Specialist Needs
<ul style="list-style-type: none"> <li>• Differentiated tasks.</li> <li>• Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>• Longer processing time given</li> <li>• Repetition/clarification of instructions</li> <li>• Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>• Increased visual aids/modelling etc.</li> <li>• Visual timetables</li> <li>• Alphabet, word and number charts, mats, banks etc.</li> <li>• Use of writing frames</li> <li>• Ensuring appropriate reading material available</li> <li>• Spelling lists (phonics led)</li> <li>• Coloured back grounds on Interactive Whiteboards available</li> <li>• Keep up afternoon interventions.</li> <li>• Access to ICT</li> <li>• Rapid Recall (Maths facts – Flashback 4)</li> <li>• Rapid Recall Starters</li> <li>• Contact with parent/carer via Class Dojo</li> <li>• Transition meetings when moving classes</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support through Assess, Plan, Do, Review Cycle</li> <li>• Individual Learning Map (subject specific)</li> <li>• In-class TA support for literacy</li> <li>• In-class TA support for Numeracy</li> <li>• Additional thinking time for processing oral and visual information</li> <li>• Differentiated resources</li> <li>• Reading support to promote fluency.</li> <li>• Task Board</li> <li>• Use of ICT programmes -IDL Numeracy/Literacy</li> <li>• Small group of support for literacy outside class</li> <li>• Support for reading comprehension, e.g. cloze</li> <li>• procedure, comprehension exercises, word mats; highlighting</li> <li>• Phonological Awareness programme</li> <li>• 1:1 RWI Intervention</li> <li>• Coloured overlays /paper</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support through Assess, Plan, Do, Review Cycle</li> <li>• Individual Learning Map /EHCP</li> <li>• Personalised Engagement Curriculum</li> <li>• Pre-teaching of class learning</li> <li>• Task Board</li> <li>• Personalised provision</li> <li>• Use of individual ICT programmes targeting learning e.g. IDL</li> <li>• One to one intervention for maths/literacy outside class linked to personal plan set by class teacher/SENDCO.</li> <li>• Individual list of current and future topic words</li> <li>• Individual arrangements for SATs/ Exams</li> <li>• Additional planning and arrangements for transition</li> <li>• Outside agency advice -CELT SEND Team/ External Agents/ Ed Psych</li> <li>• Reader/Scribe</li> </ul>

Communication and Interaction		
Our Universal Provision Provision for all	Targeted Provision Provision for needs that are additional and different	Specialist Provision Provision for Specialist Needs
<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Structured school and classroom routine</li> <li>• Warning of change</li> <li>• Differentiated curriculum delivery e.g. simplified language</li> <li>• Increased visual aids/modelling/dual coding.</li> <li>• Visual timetables</li> <li>• Use of visuals; symbols; PECs</li> <li>• Small world play and Role Play</li> <li>• Repetition/clarification of instructions</li> <li>• Opportunities to work with younger/older pupils.</li> <li>• Role play situations/Drama</li> <li>• 'Show and tell' / speaking opportunities.</li> <li>• Picture news discussion / speaking opportunities.</li> <li>• Sentence stems to support communication.</li> <li>• Contact with parent/carer via Class Dojo</li> <li>• Transition meetings when moving class</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support through Assess, Plan, Do, Review Cycle</li> <li>• Speech and Language support groups (when required)</li> <li>• Speech &amp; Language referrals.</li> <li>• Regular contact with parent/carer via Class Dojo</li> <li>• Social groups</li> <li>• Additional transition opportunities when moving classes or to senior school.</li> <li>• Visual supports – Now &amp; Next boards</li> <li>• Social stories as and when required.</li> <li>• Movement break interventions / sensory circuits.</li> <li>• Sensory profile assessment</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support through Assess, Plan, Do, Review Cycle</li> <li>• Individual Learning Map /EHCP</li> <li>• Personalised timetable</li> <li>• Individual Speech therapy Care Plans.</li> <li>• Intervention delivered by Speech therapist or TA guided by SALT team</li> <li>• Individual visual timetables / schedule</li> <li>• Visual Supports e.g. Now/Next boards;</li> <li>• Choice Boards;</li> <li>• Individual ICT programmes.</li> <li>• Workstation for part of day</li> <li>• Social stories</li> <li>• Outside agency advice</li> <li>• Individual risk assessments</li> <li>• Calm Place</li> <li>• Increased Adult Support</li> <li>• Additional planning and arrangements for transition</li> <li>• Assessment from outside professionals eg SEN Services Southwest</li> <li>• Referral for Neurodevelopment Assessment</li> </ul>
Social, Mental and Emotional Health		
Our Universal Provision Provision for all	Targeted Provision Provision for needs that are additional and different	Specialist Provision Provision for Specialist Needs
<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Positive behaviour strategies</li> <li>• Structured school and classroom routines</li> <li>• Positive reward systems</li> <li>• Teaching listening eg through circle time games</li> <li>• Involvement in after school clubs</li> <li>• Individual jobs and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support through Assess, Plan, Do, Review Cycle</li> <li>• Individual Learning Map</li> <li>• Alternative lunch-time provision</li> <li>• Group interventions eg Social skills</li> <li>• Use of buddy system when required</li> <li>• 5-Point Scale for anxiety regulation</li> <li>• Use of sensory items</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support through Assess, Plan, Do, Review Cycle</li> <li>• Individual Provision Map / EHCP</li> <li>• Individual reward/sanction</li> <li>• TA support 1:1</li> <li>• Individual Behaviour Plan</li> <li>• Playtime monitoring</li> <li>• ELSA 1:1</li> </ul>

<ul style="list-style-type: none"> <li>• Support of lunchtime supervisors at lunchtime</li> <li>• PHSE curriculum weekly focus on social, emotional aspects of learning</li> <li>• Playground friends and buddies available</li> <li>• VAK – variety of teaching styles used to suit pupils.</li> <li>• Visual timetables</li> <li>• Use of visuals and symbols – dual coding</li> <li>• Contact with parent/carer via Class Dojo</li> <li>• Transition meetings when moving classes</li> </ul>	<ul style="list-style-type: none"> <li>• Regular contact with parent/carer via Class Dojo</li> <li>• Additional transition opportunities when moving classes or to senior school.</li> <li>• Movement breaks</li> <li>• Sensory circuits</li> <li>• HIVE access</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling from outside agency –Referral made by SENDCO and Parent</li> <li>• Input from professional support agencies eg Family Support Worker; Early Help Hub; Child Mental Health. Support Worker</li> <li>• Access to individual seating or workstation</li> <li>• Daily feedback to parents face-to face or by text</li> <li>• Time out system and space</li> <li>• Additional transition arrangements</li> <li>• Individual risk assessments</li> <li>• Planned used of physical positive handling (Team Teach)</li> <li>• Referral to CAMHs or SEN</li> </ul>
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**Sensory and or Physical**

Our Universal Provision Provision for all	Targeted Provision Provision for needs that are additional and different	Specialist Provision Provision for Specialist Needs
<ul style="list-style-type: none"> <li>• Flexible seating arrangements</li> <li>• Handwriting/fine motor control programme.</li> <li>• Specialist resources – pencil grips, triangular pencils, variety of types of scissors.</li> <li>• Multi-sensory equipment</li> <li>• Construction</li> <li>• Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>• Brain gym exercises</li> <li>• Sand and water play</li> <li>• Written signs for class labels in classes</li> <li>• Contact with parent/carer via Class Dojo</li> <li>• Transition meetings when moving classes.</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support through Assess, Plan, Do, Review Cycle</li> <li>• Individual Learning Map</li> <li>• Fine Motor skills programme</li> <li>• Gross Motor skills programme</li> <li>• Differentiated PE resources – spider balls, balloon balls etc.</li> <li>• Sports events – additional preparation</li> <li>• Handwriting scheme</li> <li>• Fun Fit</li> <li>• Strategies and equipment to support pupils who are left-handed eg specialist pens; pencil grip;</li> <li>• writing; seated at tables on the left.</li> <li>• Regular contact with parent/carer via Class Dojo</li> <li>• Access arrangements for ½ termly assessments.</li> <li>• Additional transition opportunities when moving classes or to senior school.</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support through Assess, Plan, Do, Review Cycle o Individual Learning Map /EHCP</li> <li>• Accessibility arrangements</li> <li>• Provision of specialist equipment – eg, seating, ICT, sloping board, pencil/ruler grips</li> <li>• Access to individual learning station</li> <li>• Individual handwriting/fine motor skills work</li> <li>• TA support/monitoring at lunchtimes</li> <li>• Individual planning and arrangements for transition</li> <li>• Individual risk assessment</li> <li>• Individual intimate care plan o Individual manual handling plan</li> <li>• Access to enlarged resources</li> <li>• Awareness of fatigue</li> <li>• Handwriting support; scribe o Physio exercises o Classroom access</li> <li>• Chewy toys (chewelery)</li> <li>• Ear defenders</li> </ul>

		<ul style="list-style-type: none"><li>• Stress toys</li><li>• Other sensory aids (e.g. weighted blankets)</li><li>• TA support in PE/dance/games</li><li>• Sensory Diet ; Fun Fit;</li><li>• Access to Sensory Room/The HIVE</li><li>• Assessment from outside professionals eg SEN Services Southwest; Occupational Therapy; Educational Psychology Service; School Nurse; Motor Coordination Assessment</li><li>• Daily contact with parent/carer via Class Dojo</li><li>• Additional transition opportunities</li><li>• when moving classes or to secondary school.</li></ul>
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