



Harrowbarrow School

Our 'Local Offer' for Special Educational Needs and Disability (SEND) 2023/24

Harrowbarrow School implements an inclusive approach to SEN. We work closely with pupils, parents and related professionals in Education, Health & Social Care to ensure the needs of pupils identified with SEND are met and that they have the same educational opportunities as their peers. We believe SEND pupils should be identified early from our rigorous tracking and monitoring systems, allocated detailed provision to meet their additional needs and enabled to make progress in line with their peers.

When necessary the school will provide specific training for staff, commission external intervention from Education, Health & Social Care professionals and provide resources to ensure SEND pupils have full and equal access to quality first teaching and additional needs support. The school has a dedicated Special Educational Needs Coordinator (Andrew Hunt) and Emotional Health & Wellbeing Support Worker (Abi Nicolle).

The Local Offer details the provision, expertise and resources in place to meet the needs of all the children in our school. The provision for SEND is monitored by the governing body to ensure the needs of pupils are being met.

The SEND Policy for Harrowbarrow School can found on the school website:
www.harrowbarrow.cornwall.sch.uk




The Equality & Diversity Policy for Harrowbarrow School can found on the school website:
www.harrowbarrow.cornwall.sch.uk

The Access Plan for Harrowbarrow School can found on the school website:
www.harrowbarrow.cornwall.sch.uk




Name and contact details of the Special Educational Needs and Disabilities Coordinator: Andrew Hunt (Please contact via the school office – secretary@harrowbarrow.cornwall.sch.uk or 01579 350576)

The levels of support and provision offered by our school




1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All pupils have the opportunity to take part in all school activities • The views of all pupils are valued • School council • Critical Thinking • Circle Time • Level 2 Child Protection and Safeguarding training for all staff • Regular pupil stakeholder surveys for all pupils • Whole class Thrive sessions • Pupil conferencing • Relationships and Sex Education & Health Education provision through Cornwall Council/Brook Learning Curriculum. 	<ul style="list-style-type: none"> • Circle of Friends • Social stories • Thrive groups • Pupil conferencing for target groups 	<ul style="list-style-type: none"> • Drawing and Talking • Dreadnought • Child advocacy (Barnardos) • Level 3 Child Protection and Safeguarding training for Designated and Deputy Designated Child Safeguarding Lead • SEN Individual Education Plan – pupil contribution • Pupils views are actively sought as part of CAF & TAC meetings • Thrive • Social stories/cartooning • Emotional Literacy Support Assistant (ELSA) • Trauma Informed School (TIS) practitioner • Referrals for Early Help for external professional support




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school seeks to work closely with all parents/carers for the benefit of their children • Correspondence e.g. newsletter • School website • Parent suggestion area on school website • Regular parent/carer stakeholder surveys • Meet the teacher sessions in September • Pupil progress meetings • End of year pupil report • Breakfast Club – childcare provision • Additional parent/teacher meetings can be arranged on request – teacher email contact given on website • Invitation to attend school events and assemblies 	<ul style="list-style-type: none"> • Family Learning on request – Numeracy & Literacy • Specific parenting group for parents/carers of pupils with additional needs • Y6 Learning Ambassador home/school learning agreement • School hosted peer support group for parents/carers of vulnerable pupils 	<ul style="list-style-type: none"> • SEN Individual Education Plan – termly parent meeting and parental contribution • Parent views sought in CAF/TAC meetings • Early Support • School Support • Pastoral support from Emotional Health & Wellbeing Coordinator • Annual EHCP reviews • Parental contribution to referrals e.g. ASDAT • Termly Personal Education Plan (PEP) reviews for Children in Care (CiC)

3. The curriculum

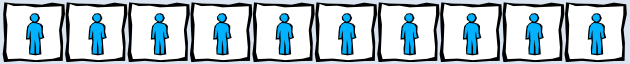


<p>Whole school approaches. The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Broad and balanced curriculum with clearly identified progressive steps for all learners • Outdoor learning e.g. forest school • Specialist music & PE provision • Differentiated curriculum to meet all needs • Maths mastery approach • Talk for writing approach with visual and kinaesthetic elements • Learner Development afternoons • Rich range of enrichment opportunities e.g. visits and visitors • Autism friendly classrooms – use of visuals and sensory resources 	<ul style="list-style-type: none"> • Targeted group interventions and catch-up programmes to help close the gap for identified children e.g. pre-teach, Read Write Inc (RWI) 1:1 tuition, Precision Teach 	<ul style="list-style-type: none"> • Specific interventions identified for individuals following forensic use of assessment data and/or screening tests e.g. dyslexia screening • Adaptations to the curriculum can be made to support specific individual needs e.g. ASD pupils supported using TEACHH approach

4. Teaching and learning




<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Differentiated curriculum planning, delivery and learning outcomes • Visual aids, learning walls, modelling etc • Visual timetables • Writing frames, story maps etc • Access to at least 1 TA in each class • Peer tutoring and peer assessment • Marking and feedback systems • Access to appropriate resources • Whiteboard background colour e.g. not white (Screen Tinter Lite) • Differentiated marking ladders for all pupils • Ability grouping or mixed ability grouping at times dependent upon nature of task • 'Top Tip's and 'Tickled Pink' marking and feedback system used for all learners • Learning objectives shared in all lessons • Range of learning styles considered in teacher's planning • Rigorous tracking and monitoring of individual pupil progress • Support from Y6 Learning Ambassadors 	<ul style="list-style-type: none"> • TA support for English & Maths • Precision Teaching • Phonological awareness programme • Reading partners as a peer support tool • Specific targeted support from TA/teacher in lessons according to identified group or individual needs • Write from the Start (Fine motor skills) programme • iPad apps e.g. Dragon Dictate • Recording devices used to record ideas prior to writing • Additional scaffolding in maths and literacy lesson using adapted materials or alternative resources 	<ul style="list-style-type: none"> • Adapted curriculum for children with an EHC plan • Toe by Toe • Two by Two • Word Wasp • Coloured overlays (dyslexia) • 1:1 TA support in lessons • Spelling/calculation board • Input from external agencies and professionals as identified • Pre-teaching for key aspects of numeracy and literacy • Clicker 6 software to support writing • Access to supportive technology such as IT dictation software, communication devices and communication books.

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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Maths and English learning walls updated during units of work • Class writing journal to log current learning for later recall • Writing ladders with differentiated targets • Resource availability e.g. word banks, key phrases etc • Differentiated learning objectives displayed and/or shared in each lesson with examples modelled • Labelling throughout classroom • Visual class timetables • Pupils know what to do if they need help • Feedback code for maths and literacy 	<ul style="list-style-type: none"> • Personal visual organisers for identified children • Personalised equipment e.g. tinted overlays, pencil grips etc • TA scaffolding of task to facilitate independent learning whenever possible 	<ul style="list-style-type: none"> • Individual Education Plan targets will always look to move children to a level of independence in that specific area • 1:1 TA support will help scaffold tasks for individuals and staff will withdraw support if the child is able to access learning independently • Now and next boards • Spot timers • TEACCH approach for ASD pupils • Sensory breaks to help self-regulate mood




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Behaviour policy • Parent/staff contact logs • School rules • Weekly rewards in celebration assembly • Circle time • Brain gym • YR/Y6 annual weighing & measuring by NHS • Y1 hearing screening check • YR vision screening check • Sex & Relationships Education in Y5/6 • E-Safety curriculum • Personal, Social, Health & Emotional curriculum • Risk assessments are undertaken for all medium-high risk activities • Administering medicines policy reviewed regularly and members of staff designated to undertake administration daily • First aid training for all staff – approved, paediatric & at work (updated as required) • Weekly mindfulness curriculum 	<ul style="list-style-type: none"> • IBP with individual reward system • Daily home/school liaison • Social stories (small group sessions) • Weekly monitoring • Nurture group • Group Thrive • Lego Therapy • Yoga 	<ul style="list-style-type: none"> • CAF • Daily monitoring & recording • Access to The Chill • CAMHS • Access to Dreadnought, Clear etc • Referrals to school nurse • Specialist support for staff from Diabetes & Cystic Fibrosis nursing practitioners • Individual pupil risk assessments administered for specific activities as required • Care Plans in place for individual pupils with specific needs • Fiddle toys • Chew Stix • MP3 player and ear defenders for ASD • Individual Thrive • Drawing & Talking • Sensory trail • Emotional Health & Wellbeing Support Worker based in Rainbow Room • Access to school mental health practitioner weekly sessions




7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Inclusive policy for all pupils • All pupils take part in trips/activities in local and wider communities. • Pupil premium funding used to ensure all KS2 children have access to annual Porthpean Residential which is used to develop team working skills • KS2 sing to local Luncheon Club annually • Through work with Piran Partnership pupils have opportunities to participate in collaborative learning experiences e.g. cross-school learning walks to review reading experiences • Whole school, Key Stage and class assemblies used to engage pupils in reflecting on the quality of their interactions • Extra-curricular after school clubs open to all pupils (age appropriate) • Peer activities used to promote positive social interaction and collaborative learning • Critical Thinking activities 	<ul style="list-style-type: none"> • Social groupings in class support positive relationships • Circle of Friends and Social Stories used to promote positive interactions • Nurture group participation for targeted groups. • Outdoor learning, team building activities 	<ul style="list-style-type: none"> • Individual Behaviour Plans identify specific targets to promote positive social interactions • Drawing & Talking used to reflect on quality of own interactions • Lego Therapy to promote positive interaction • We Thinkers social interaction programme for ASD pupils

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Reward and sanction system used to promote a positive learning environment. Consistent throughout the school and visible in every classroom • Staff are consistent in their approach when promoting a positive learning environment • School Access Plan to promote good access for all learners, staff and visitors • A secure school site • Staff report building defects which present a health and safety risk immediately for attention • There is a Designated and Deputy Designated Safeguarding Lead • Property compliance is managed by the school Business Manager and monitored by the H&S governor (PAT test, Legionella etc) • Termly fire drills and exit doors and routes clearly indicated • Risk assessments for medium to high risk activities carried out and shared with staff • Signage and labelling using Widgit visual aid software 	<ul style="list-style-type: none"> • Leap into Life fine & gross motor skill development (small group) • Thrive sensory room available 	<ul style="list-style-type: none"> • Tinted overlays and whiteboard tinting software used to support pupils with scotopic sensitivity • Access to disabled toilet • Disabled parking bay • Ramped access to school premises from both front and rear of building • Access to the Chill for children who require quiet time out from the classroom due to sensory sensitivities • Thrive sensory room available • Widgit software used to generate individual visual learning aids • Building adaptations to improve access as required • Hygiene room with shower, change lift and toilet

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Summer term transition week for all cohorts • Transfer of pupil records to new class/school • Transition meetings between teachers • EYFS home visits by EYFS teacher prior to starting school • EYFS staggered entry during first fortnight to ensure a calm and settled start • Pre-school visits by EYFS teacher prior to September intake joining school • Harrowbarrow Pre-school weekly visits for story in the library • 2 x Y6 transition days at Callington Community College • Learning Together programme for new EYFS pupils and their parents in the summer term prior to September start 	<ul style="list-style-type: none"> • Callington Community College transition programme for identified pupils. Two additional visits to participate in enhanced transition activities • Transition meeting between primary and secondary SENCOs to discuss needs and provision for those on the School Support Register 	<ul style="list-style-type: none"> • Additional visits to secondary settings (bespoke transition package) for children with SEN with TA support • Parent meeting with secondary SENCO as part of transition handover • Parent meeting with new class teacher for all SEND pupils • Transition targets identified as part of summer term IEP • Individual Pupil Passports (ASD) for secondary transition • Bespoke transition from EYFS to Y6 for anxious children with individual work pack

Answers to Frequently asked Questions

1 How does your school know if children/young people need extra help?

We rigorously assess and track pupil progress each term. Where the progress of a pupil is a cause for concern we may undertake some further diagnostic assessments to identify what the underlying barrier to progress might be.

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

If parents have a concern about their child's progress they are encouraged to talk to school staff. This might be the class teacher or the Headteacher and SENCO Andrew Hunt.

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

The progress of children is most successful when a partnership approach is established between school, pupils and parents. On some occasions, when a pupil has been identified as having additional needs, there will be other educational professionals from external agencies who join this partnership.

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

Teachers plan differentiated learning based upon the needs of the learners in their class. We have an inclusive approach, which means that most teaching should meet the needs of all the learners in the class. However, there are occasions when children with SEND require additional support, which may result in the provision of additional resources, adapted learning activities or some additional adult intervention.

4. How will school staff support my child?

There are a variety of ways in which pupils with SEN will receive support. Firstly, once areas of concern have been identified an Individual Education Plan (IEP) will be devised, in partnership with the parents and pupil and sometimes with input from external partners. This will identify the provision required to accelerate progress for that individual child in these areas. Levels and types of provision will vary according to the needs of the child. Some pupils will require additional adult intervention; others will require specific resources or programmes to help them close the gap with their peers.

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

Children subject to an IEP will have a dedicated termly review of their progress against their individual targets. Parents and pupils will be involved in this process. Sometimes, when identifying the provision best suited to meet your child's needs, there will be activities you can provide at home. At all times the school will provide guidance and support.

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

School staff have a duty of care to keep all children safe at all times. Occasionally, children with additional needs might be more vulnerable in certain activities. At these times the school will undertake a risk assessment to identify and reduce the risks to your child. We will share these with you and sometimes ask you to contribute as you know your child best. If you ever feel concerned about your child's safety, while at school, you should raise the concern immediately with the headteacher.

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

The school has a number of staff trained to support children with additional needs. However, there may be times when the school needs to invest in staff training, resources or external support. For more information about the external support available in Cornwall go to www.cornwallfisdirectory.org.uk to view their Local Offer.

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

KS2 support teacher Rachel Lane has been trained to assess children who might be at risk of having dyslexia and identify the types of support which might benefit them. SENCO Andrew Hunt attends regular local SENCO network meetings to receive SEND updates and has undertaken Early Support Training. He has also been trained in Tier 3 Safeguarding. Abi Nicolle has been trained as our Autism Champion and is a Trauma Informed School practitioner. Most teaching and non-teaching staff have undertaken awareness sessions in ADHD, ASD and attachment disorders.

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

As an inclusive school, we will strive to include SEND pupils in all activities. This may require a separate risk assessment, due to their additional needs, which will identify the measures the school will put in place to enable inclusion e.g. additional 1:1 support.

12. How accessible is the school environment?

The school has ramped access to most parts of the school. There is a dedicated disabled toilet and disabled parking bay in the staff car park. The school Access Plan identifies further improvements which will make our school more accessible to all.

13. How is the decision made about what type and how much support my child will receive?

This decision is made in partnership with parents, based upon evidence the school has gathered about the child's needs and resources available to the school. It is also influenced by the School Offer; what the school can provide based upon existing resources and staff expertise. Where a child has their own Education Health Care Plan the parents may have a personal budget. It will be down to the parents to determine how this is used but the school will be able to provide guidance for this.

14. Who can I contact for further information?

The Headteacher & SENCO Andrew Hunt can be contacted on 01579 350576

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

In the first instance you should contact headteacher and SENCO Andrew Hunt. If you have further concerns you should contact SEND governor Jaycee Hughes via the school office.

17. How is your Local Offer reviewed?

The Local Offer is reviewed annually by the governing body of the school.