



Berrycoombe Primary School

Our 'Local Offer/Special Educational Needs Information Report' for Special Educational Needs and Disability (SEND)

At Berrycoombe Primary school we firmly believe that it is vital for all pupils in our care to meet their full potential. Our aim is that every child thoroughly enjoys their school experiences and participates in school life fully with enthusiasm for learning, achieving, making good progress whilst continuing to grow as individuals.

This is achieved through quality first teaching, the calm nurturing environment and through the clear and consistent approach that resonates throughout the school. The individual needs of all our children are a central focus, providing stimulating and exciting learning opportunities for all.

We are sensitive to the varied individual needs of pupils and we use a flexible, graduated approach to support specific needs and differing abilities. We endeavour to promote collaboration between school, parents and other agencies in order to meet individual needs in an inclusive, organised, robust and carefully considered manner. We aim to ensure that pupils are provided for and targeted support is given to enable pupils to fully access the curriculum effectively. We promote independent skills and support pupils to take the next steps in their learning journey.

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Michelle Smith
(senco@berrycoombe.tpacademytrust.org / 01208 74969/ Berrycoombe Vale, Bodmin, Cornwall, PL31 2PH)

Working days are Monday-Thursday

The school's head teacher is Mr Craig Robertson.

The school's Local Monitoring Committee lead for SEND is Mrs Debbie Henderson.

The TPAT lead for Inclusion is Mr James Woodward. The TPAT SEND policy is found on the school website




Link to Cornwall's Local Offer
<https://www.supportincornwall.org.uk/localoffer>

This document should be read in conjunction with the Berrycoombe 'Graduated Response and Adaptations' document which together will outline the universal (Ordinarily Available) provisions Berrycoombe Primary School has for all children within our school, as well as those specialist/enhanced provisions aimed at targeted groups and individuals. The areas below will be outlined within the document:




- 1. Listening to and responding to children and young people**
- 2. Partnership with parents and carers**
- 3. The curriculum**
- 4. Teaching and learning**
- 5. Self-help skills and independence**
- 6. Health, wellbeing and emotional support**
- 7. Social interaction opportunities**
- 8. The physical environment (accessibility, safety and positive learning environment)**
- 9. Transition from year to year and setting to setting**
- 10. The SEND qualifications of, and SEND training attended by, our staff**
- 11. Services and organisations that we work with**

The levels of support and provision offered by our school

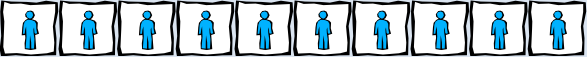


1. Listening to and responding to children and young people

| <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>  |
|---|--|--|
| <ul style="list-style-type: none"> • All children take part in PSHE lessons • Each class has 2 school council representatives. • The views and opinions of all children are valued • Student voice is heard through: <ul style="list-style-type: none"> • Pupil conferencing • General consultation as part of school life | <ul style="list-style-type: none"> • School council representatives meet with schools in Cooperative Trust • Nurture group • Access to THRIVE key worker • Pupils with SEN are included in student voice consultation • Group intervention with EMHP (Educational Mental Health Practitioner) | <ul style="list-style-type: none"> • Where appropriate Early Support/TAC/CAF/CIN/CP meetings allow children to voice their own perceptions regarding learning/social need. • Meet and greet • 1:1 specific support • TAC meetings • Access to THRIVE key worker • Individual intervention (6 weeks) with EMHP (Educational Mental Health Practitioner) |




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"> • Home/School Agreement • School works in partnership with all parents/carers and an 'open door' policy throughout the school • Every parent is invited to attend parent information evenings-including parent consultations with class teacher • All parents are invited to sign up to Parent Pay to receive information and newsletters pertinent to year group • All children have reading diaries that are also used for communication • Reading/Phonics meeting for EYFS • Parent Support Advisor available • EMHP (Educational Mental Health Practitioner) workshops throughout the year | <ul style="list-style-type: none"> • Pupil support meetings • Reading club • Story sack loan meeting/service • Parent groups (SEN/ literacy/numeracy/library) • Parent Support Advisor available | <ul style="list-style-type: none"> • Pupil support meetings • Parent Support Advisor available • Meetings with HT/SENCO/Teachers/PSA • Outside agencies • Family support • Educational Psychologists • ASD Team • School Nurse • Early Support meetings • TAC/CAF/CIN/CP Meetings • EMHP (Educational Mental Health Practitioner) intervention-parent led CBT (Cognitive Behavioural Therapy) |




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"> • Opportunities for all pupils, regardless of their ability and/or additional needs, have full access to the curriculum and learn through individual and group discussion. • Opportunities to work independently. • Effective feedback is used to move pupils on in their learning. • Children have 'talking partners'. • Structured routines are followed. • The curriculum is differentiated in the planning and the outcomes. • Areas of the curriculum are linked through a topic approach. • Skills are developed through a creative curriculum. • Opportunities for reflection on work by all. • All classes well supported by teaching assistants for both academic and emotional needs. • Teaching assistants model and explain effectively. • Class teachers effectively utilise teaching assistants to provide targeted support when needed and then withdraw to promote independent skills. • RWInc phonics and spelling • Visual timetables used in all classes-written daily structure in upper KS2 | <ul style="list-style-type: none"> • Task Management boards • Visual cues • Booster maths and literacy sessions • Speech and language support • Additional daily reading • EAL • Gifted and Talented opportunities • Read Write Inc • Specific Intervention groups • 1:1 or small group nurture • Use of assisted technology to record written work | <ul style="list-style-type: none"> • Home/School communication book used • Coloured over lays • Personalised curriculum • Now/next and visual timetables • 1:1 tuition • Verbal feedback between parents and school at the start and end of each day. • 1:1 Speech and language support • ASD team • ASD Champion • Educational Psychologist • Dyslexia service • Additional Sensory input in collaboration with the Occupational Therapy service/EP Service/Outreach Service • Relevant assessments available to determine specific provision.eg. dyslexia/motor coordination/speech and language • 1:1 RWInc support • 1:1 Maths intervention |




4. Teaching and learning

| 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"> • High expectation made explicit • Range of Teaching Styles and class differentiated outcomes for activities/reinforcement or extension activities • Quality Marking - including next steps/response from children expected. • Working Walls • Access to learning support materials - 100 squares, phonics mats etc. • Visual Timetable • Teacher, Adult support and child position in class. (for example on carpet/nearer to the board etc.) • Whole Class rewards and sanctions. • Positive reinforcement • Guided reading • Read Write Inc lessons (YR-Y4 plus individuals from Y5 +Y6) • Marking Ladders/ toolkits • Peer assessment built into learning • Effective and higher level questioning evident • Theme weeks held half termly addressing aspirations and the wider curriculum • Regular trips for each class | <ul style="list-style-type: none"> • Pre teach/re teach • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEN have targeted support and provision. • Time and support given before responses required • Additional RWInc intervention • Additional literacy/numeracy intervention specific to need • EAL specific intervention • Speech and Language therapy intervention • 'Funfit' intervention • TA's available for additional reading opportunities | <ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Outreach from special school requested for advice on teaching and learning. • Cornwall SEN Support Service • 1:1 Daily reading • Personalised visual timetable for learning and intimate care needs • Educational psychologist • Speech and language therapy service and specialist TA support • Hearing and Vision support services • ASD team • Autism Champion • THRIVE • Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc) |




5. Self-help skills and independence

| <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"> • Building Learning Power (BLP) established and developed in each class • BLP skills celebrated through stickers/certificates in assembly/website recognition • Toolkits and other class resources available to develop self-help skills • Curriculum mind maps use symbols to support retention of facts | <ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence. • Memory training intervention | <ul style="list-style-type: none"> • Individual visual timetable/TA support • Visual cues • Now/next boards • Students have personalised equipment to help them to learn, such as overlays, pens/pencil grips and rulers • Spot timers to aid with transitions between activities/lessons |




6. Health, wellbeing and emotional support

| 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"> • THRIVE approach adopted in each class-class screening and class action plan created • The contributions of every child are valued - secure and supportive learning environment. • PSHE lessons include all children • Displays through school/classrooms to celebrate children's achievement. • A variety of extra-curricular clubs. • Breakfast club • Positive behaviour expectations celebrated in class through reward charts • Meet and Greet/End and Send | <ul style="list-style-type: none"> • THRIVE intervention group • Funfit/motor skills intervention • 'Doing' club at lunchtimes • Visuals used to support transitions and positive behaviours • Positive behaviour plans created with the child and parent | <ul style="list-style-type: none"> • THRIVE individual support/profile set • Meet & Greet • Individual sensory breaks • Special praise books to focus on positive events in school • Visual Cues/individualised emotional support • Individual behaviour plans. • Individual safety plans and risk assessments in place. • Intimate Care plans • CAMHS • Educational Psychologist • Social Care • Family Support Services • Bereavement Services (as required) • Behaviour Support Services (as required) • THRIVE and Boxall profiling is used to tailor provision to need • ASD Team • Parent Support Advisor as required • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Dyslexia Service • Traffic lights and spot timers to aid with transitions • Autism Champion • EMHP (Educational Mental Health Practitioner) intervention |




7. 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>  |
|---|--|---|
| <ul style="list-style-type: none"> • All children attend whole school trips/visits and shared experiences • All children have opportunity to attend whole school events • All children take part in whole school/merged theme week activities • TA support through classroom activities/questioning • Neurodiversity Hub https://parentcarerscornwall.org.uk/neurodiversity/ | <ul style="list-style-type: none"> • 'Lunchtime club in THRIVE room available with support provided as appropriate | <ul style="list-style-type: none"> • TA support for extra-curricular activities • Social stories • Additional adult support to enable attendance on school residential • Neurodevelopmental profiling tool created between parent and class teacher https://parentcarerscornwall.org.uk/neurodiversity/ |

8. 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"> • Every class has: word walls, spelling mats, visual timetables, colour coded displays, number lines, Numicon, Place Value counters • A tool kit for literacy/maths is accessible • Children have access to whiteboards, digital cameras and laptops • Working Walls in the classroom assist learning) and encourage interaction. • Flexible learning - inside and outside • Book corners in classrooms • Water available in all classrooms • Library • Areas of the playground designated for different activities specifically during lunchtime. • Classrooms are well-organised and clutter free. • Classrooms, playground and field are accessible for all children-ramps and handrails • Toilets are adapted accordingly-wheelchair access and changing facilities, including wet room with shower • Designated Child Protection Officer • Rewards and sanction system is in place and displayed and used throughout school | <ul style="list-style-type: none"> • Rooms/spaces available for intervention • Named adults are trained in Positive Physical restraint methods | <ul style="list-style-type: none"> • Distraction free/individualised learning zone established as required in classrooms • Specialist equipment enables children to be independent (writing slopes/adjustable chairs and tables/writing supports) |

9. 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"> • Meetings are held between the present and the next class teacher • Move up day in summer term • Good liaison with secondary schools • Secondary taster days • Home/school visits for pre-school/reception children • Transition programme for new reception children • Induction meeting for parents • Induction meeting for new classes | <ul style="list-style-type: none"> • Visual cues/photographs to promote positive transition • Small group visits to secondary placements (SEN taster days) | <ul style="list-style-type: none"> • 1-1 visits to secondary placements bespoke to need • Early identification of 'key worker/mentor' to help build familiarity (as required) • Identified transition in the summer term • Advice from other agencies to support individual transition • Early support/CAF meetings |

10. The SEND qualifications of, and SEND training attended by, our staff

- We have a number of teaching assistants trained in delivering Speech & Language programmes planned by a Speech & Language Therapist
- A number of teachers and teaching assistants are trained in methods of de-escalation and trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded) using agreed restrictive physical intervention should this be required. RPI is used after all other de-escalation methods have been tried; including take up time, clear boundaries, humour, distraction and direction to the child's agreed safe place on the school site.
- All of our teaching assistants and teachers have had training in delivering Read, Write, Inc. and other multisensory phonic and early literacy interventions. This is ongoing continued professional development using the Ruth Miskin training portal.
- We have a number of teachers and teaching assistants trained to deliver effective epilepsy support, including the administration of emergency medication.
- We have a number of staff trained to deliver first aid within school-including anaphylaxis training.
- We have a member of staff trained to administer the 'Dyslexia Screening Tool' and provide support for those with dyslexic and dyspraxia difficulties-including comprehensive feedback to parents and class teachers where necessary.
- We have a number of staff trained to work with families in creating the Neurodevelopmental Profiling Tool and action plan
- We have a member of staff trained in supporting children with memory difficulties.
- We have a number of staff trained in 'THRIVE', an intervention aimed at developing a child's emotional development. These staff run individual sessions for children, as well as providing generalised support throughout the school.
- We have a number of staff trained in 'Precision Teaching', an intervention aimed at supporting children who have a learning delay.
- All of our teachers have received training aimed at supporting those pupils who may have Autism.
- We have a member of staff trained in developing 'Social stories'-aimed at developing social skills with certain pupils who have difficulty with aspects in their social skills.
- We have a member of staff trained in counselling and anger management and can provide bespoke intervention for pupils within school.
- We have a number of staff trained in using Makaton, a language programme using signs and symbols to help pupils to communicate.
- We have a number of staff who are able to carry out intimate care needs as required by individual pupils according to their care plans.
- We have a member of staff trained as an Autism Champion. There are a number of staff that have been trained to deliver effective support for those pupils with ASD.
- We have a member of staff trained to deliver the FunFit intervention to support those children with motor coordination difficulties.
- We have staff trained to deliver Lego Therapy interventions to support children's social communication needs.
- The SENDCO has successfully gained the NASENco Qualification.
- The SENDCO has completed the Senior Mental Health Leaders training

Services and organisations that we work with:

| Service/organisation | What they do in brief | Contact details |
|--|--|--|
| Cornwall Adolescent Mental Health Services (CAMHS) | Offers support to children (and their families) that have mental health needs. | Referrals can be made through school. |
| Speech and Language | Assesses and then creates a specific targeted programme for the child. This programme is then delivered in school, with support given to home. | Referrals can be made through school. |
| Educational psychology | Work with the Senco and class teacher to observe, assess and provide programmes of support for specific children. | Referrals can be made through school. |
| Occupational therapy | Work with families and school staff, assessments and support plans identified. | Referrals can be made through school. |
| Physiotherapy | Work with families and school staff, assessments and support plans identified. | Referrals can be made through school. |
| SEN Support Services (including Vision support, Hearing support, Cognition and Learning, Communication support, Alternative and Augmentative communication, Physical and medical needs) | Work with families and school staff, assessments and support plans identified. | Referrals can be made through school |
| School nurse | The school nurse team can offer help, advice and support with a wide range of childhood issues e.g. eating, sleeping, bed wetting. | Referrals can be made through school. https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/ |
| Autistic Spectrum Disorder Team | This team will provide support and advice concerning strategies to support children with a diagnosis of ASD. | Referrals can be made through school. |
| Early Help Hub | The single point of access for council and community based health Early Help services for children, young people and families in Cornwall. | Referrals can be made through school or by contacting: earlyhelp@cornwall.gov.uk 01872 322277 https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/#how |
| Cornwall Mental Health Support Team | Offer support to children and their parents (as well as school staff) around mental health and wellbeing | Referrals can be made through school |

Answers to Frequently asked Questions

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

The class teachers and Senior Leadership Team regularly monitor progress of all children. If a child's progress stalls then specific support/interventions are put in place to aid the child's learning.

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

In the first instance you are advised to talk to your child's teacher. Please contact the office to make an appointment. You can also talk to the Senco, Parent Support Advisor or a member of the senior leadership team. We are all committed to ensuring your child is happy and making good progress.

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

We believe that school and home working in partnership is the most effective way to ensure your child makes the most of the learning opportunities offered by Berrycoombe School. We ask that you support your child's homework by providing a suitable space for them to complete it, as well as ensuring that they read at least 3 times a week. In school your class teacher has the day to day responsibility to ensure your child is making good progress. The teachers are supported by the Senco and external agencies when necessary.

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

Your child's teacher will ensure the work is matched to your child's needs and provide a suitable level of consolidation and challenge. It may be that the work is presented slightly differently; there may be additional resources available or support from teaching assistants.

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

Our school is committed to working in partnership with parents to ensure the best outcomes for your child. We strongly encourage you to attend the termly parent's consultation and you are welcome to make an appointment at any time to see your child's teacher to discuss their progress.

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

All staff and governors at Berrycoombe School are committed to ensuring your child is safe, happy and thriving during their time with us. If you have any concerns please see your child's class teacher, Mrs Smith or a member of the Senior Leadership Team.

There are class and playground rules in place that the children have designed and agreed themselves. There is a Relationship and Behaviour Policy to support practices in school; establishing a measured approach to managing behaviours that challenge. There are numerous staff with first aid qualifications, food hygiene qualifications and staff specially trained in child protection. Please ensure you let us know if your child has any additional needs – medical, social or academic.

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

All staff receive SEND training as part of their continued professional development, through specific courses, work with agencies or as part of school staff meetings/in-service training days. This training can be specific to an individual's needs.

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

Class visits and trips are an integral part of our curriculum and all children are expected to attend if that is the plan for their class that day. Longer residential trips are also very valuable but incur a cost which means they can be attended at parent's discretion. The reason a child may not attend a trip is if they pose a threat to their own or other children's safety (the school reserves the right to refuse a place on a trip).

9. How accessible is the school environment?

Berrycoombe school's environment is very accessible with ramps, specialised toileting facilities (including a wet room) and hand rails where needed (adaptations are made as necessary to accommodate specific needs). The school has an Accessibility Plan in place.

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

Berrycoombe school staff share academic and specific additional needs information at every point of transition, whether it is moving between year groups/key stages or from one intervention group to another. Upon leaving Berrycoombe to transition to another primary/secondary school, staff share the relevant information and make visits where necessary.

11. Who can I contact for further information?

In the first instance, you are advised to contact your child's teacher. Other staff in school who would be happy to help are Mrs Smith (Senco), the head teacher or a member of the senior management team. We also have a member of the Local Monitoring Committee (LMC) with specific responsibility for Special Educational Needs and Disabilities. She is called Debbie Henderson and can be contacted through the school office.

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

Please talk to Mrs Smith (Senco) or Mr Craig Robertson (Head teacher) if you have any concerns.

13. How is your Local Offer reviewed?

The school offer will be reviewed annually following consultation with pupils, parents and staff.

14. How do you know how good your SEN provision is?

Staff are evaluated on a regular basis through staff performance management, appraisals and observations.

15. If you wish to complain.

If you have any queries or concerns about the SEN provision within our school then please see the school's SENCO, head teacher or member of the LMC with responsibility for SEN. (Details of the personnel involved can be found on the front page of this SEN information report/school offer.)