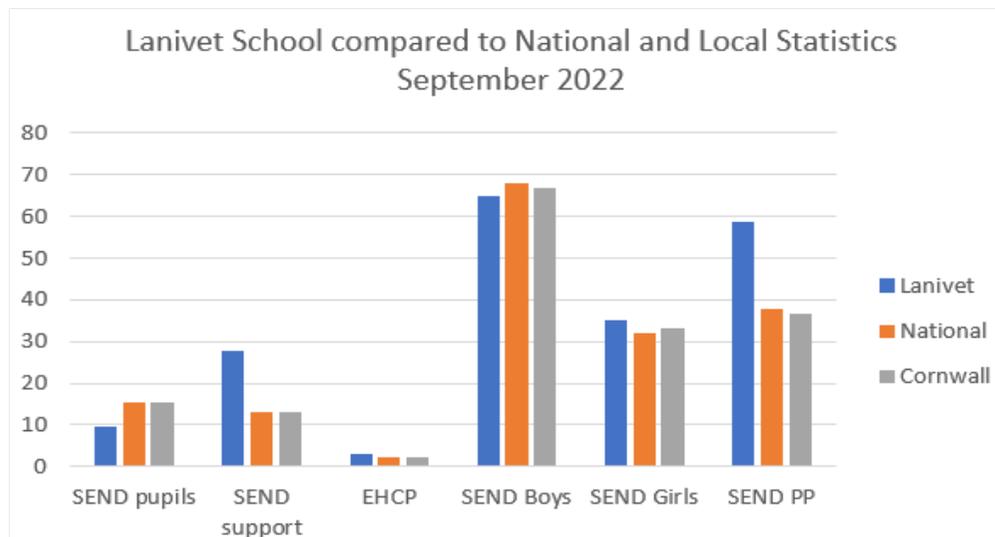# Whole School SEND Strategy 2022 – 23

Lanivet Primary School is a smaller than average mainstream primary school, with a high number of SEND pupils, with 168 pupils on roll, 16 pupils are classed as SEN Support and 6 have an EHCP. This means that 16 children, or 9.5% of our cohort have some form of additional need/s and as such, require additional to or different from provision to ensure they can make progress and are holistically supported.

National Statistics: https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england (June 2022)

Cornwall Statistics: Published by Cornwall County Council December 2020

A breakdown of SEND pupils by Year Group is below:

| NC Year Group	Number of pupils in class	Number of SEN Support pupils	Number of EHCP pupils
R	28	0	0
1	25	0	0
2	14	1	0
3	27	3	1
4	21	2	2
5	28	6	2
6	25	4	1

The highest area of need at Lanivet School is Cognition and Learning (70.58%) then Social, Emotionial and Mental Health (29.4%) and this is closely followed by Speech, Language and Communication needs, including Autism Spectrum Condition (23.53%).

Graph to show distrubution of SEND pupils in Lanivet Primary School.
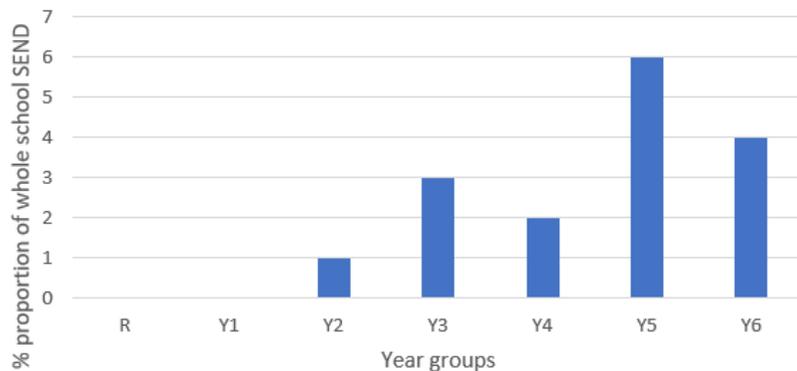
A graph to show the distrubution of need at Lanivet.
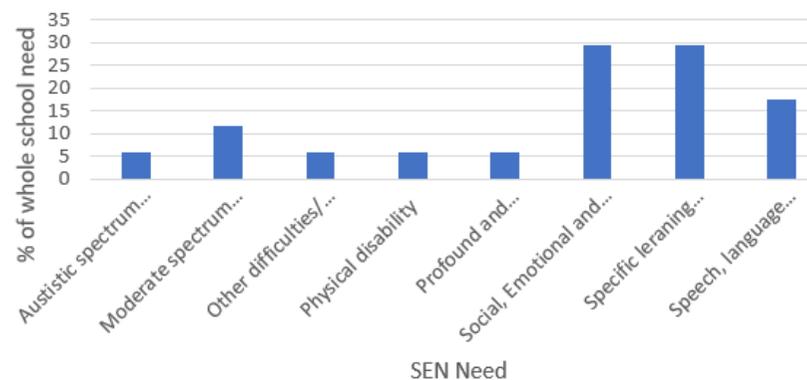
The SEND Code of Practice: 0-25 years January 2015, p15,16 states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) Has a significant greater difficulty in learning than the majority of others of the same age, or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
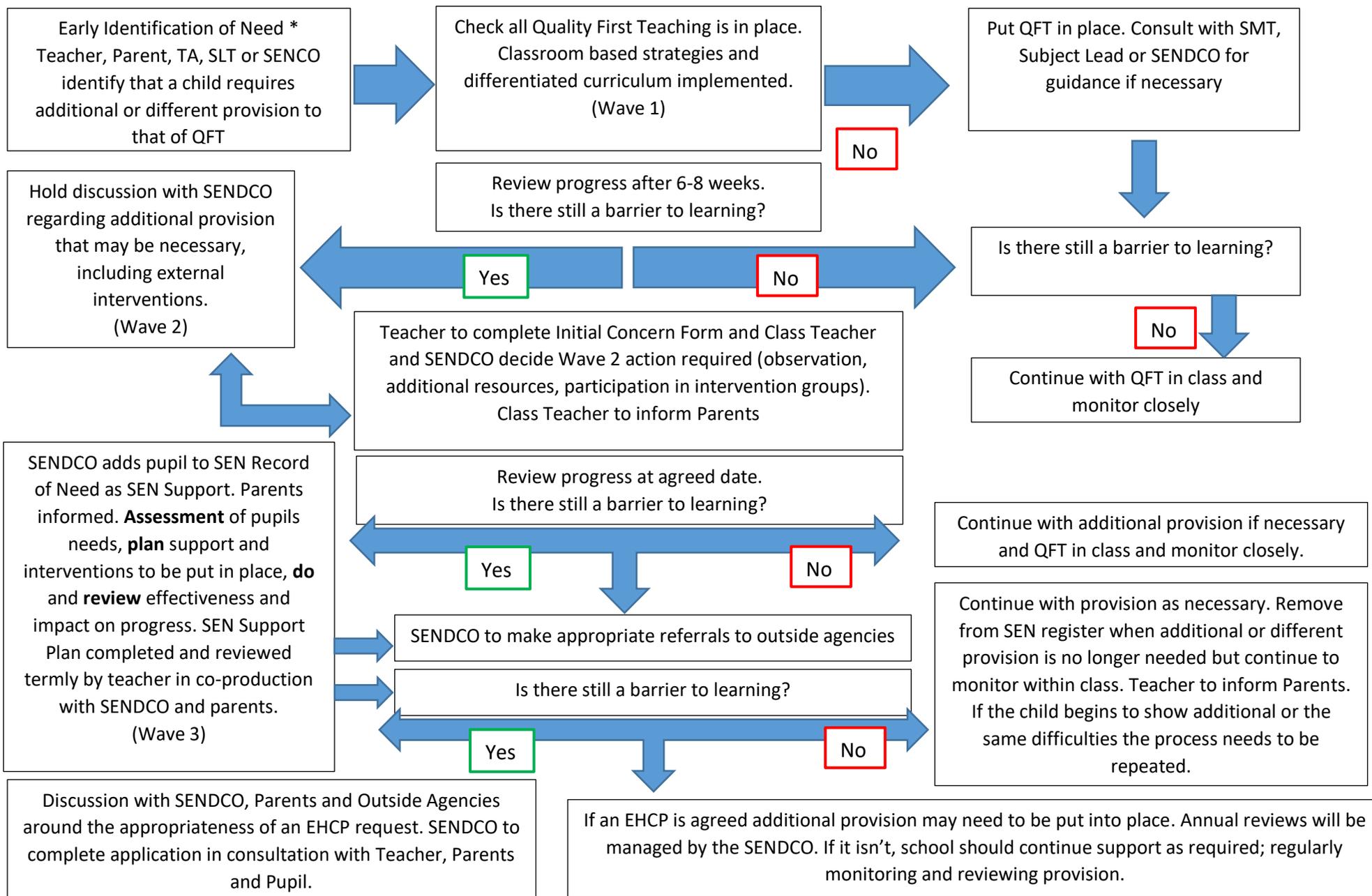
SEND Code of Practice, p18

The broad areas of need described in the SEND Code of Practice are:

• Communication and Interaction

• Cognition and Learning

• Social, Emotional and Mental Health

• Sensory and/or physical.

• Pupils may have needs in more than one area of need.

SEND Identification Flow chart

Early Identification of Need *
Teacher, Parent, TA, SLT or SENCO
identify that a child requires
additional or different provision to
that of QFT

→

Check all Quality First Teaching is in place.
Classroom based strategies and
differentiated curriculum implemented.
(Wave 1)

→ **No** →

Put QFT in place. Consult with SMT,
Subject Lead or SENDCO for
guidance if necessary

↓

Review progress after 6-8 weeks.
Is there still a barrier to learning?

← **Yes** | **No** →

Is there still a barrier to learning?

No →

Hold discussion with SENDCO
regarding additional provision
that may be necessary,
including external
interventions.
(Wave 2)

↓

Continue with QFT in class and
monitor closely

Teacher to complete Initial Concern Form and Class Teacher
and SENDCO decide Wave 2 action required (observation,
additional resources, participation in intervention groups).
Class Teacher to inform Parents

Review progress at agreed date.
Is there still a barrier to learning?

← **Yes** | **No** →

Continue with additional provision if necessary
and QFT in class and monitor closely.

SENDCO adds pupil to SEN Record
of Need as SEN Support. Parents
informed. **Assessment** of pupils
needs, **plan** support and
interventions to be put in place, **do**
and **review** effectiveness and
impact on progress. SEN Support
Plan completed and reviewed
termly by teacher in co-production
with SENDCO and parents.
(Wave 3)

→

SENDCO to make appropriate referrals to outside agencies

Is there still a barrier to learning?

← **Yes** | **No** →

Continue with provision as necessary. Remove
from SEN register when additional or different
provision is no longer needed but continue to
monitor within class. Teacher to inform Parents.
If the child begins to show additional or the
same difficulties the process needs to be
repeated.

Discussion with SENDCO, Parents and Outside Agencies
around the appropriateness of an EHCP request. SENDCO to
complete application in consultation with Teacher, Parents
and Pupil.

If an EHCP is agreed additional provision may need to be put into place. Annual reviews will be
managed by the SENDCO. If it isn't, school should continue support as required; regularly
monitoring and reviewing provision.

Early Identification of Need can come about through a variety of ways:

- For children starting reception class, strong links with Early Years providers are established between the SENDCO and EYFS teacher to ensure all relevant information is passed on.
- Attainment data; at the collection points at the end of each term and at Pupil Performance meetings if a pupil is not making expected progress
- Holistic pupil progress; supported by good engagement with Parents and families.
- Concerns raised by Parents or carers, or other external agencies who are involved with a pupil and/or their family.
- Staff training; following professional development staff are more aware of indicators of additional need.
- Learning walks and lesson observations, including scrutiny of pupil's work, by SLT, subject leaders or the SENDCO.

Description of Provision at Lanivet School 2022 - 23

At Lanivet School, we adopt a Graduated Response to provision for our SEND learners. Please visit https://www.cornwall.gov.uk/graduatedresponse for further information in line with the Local Offer.

Wave 1 (Universal)	Wave 2 (Targeted)	Wave 3 (Specialist)
Quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.	Specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs, although can be individual.	Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions from outside agencies.

A SEND support plan, which is Lanivet School's name for Assess, Plan, Do, Review found on Provision Map could be put in place at Wave 1 or 2. Please see our SEND policy and Information Report for further information: Special Educational Needs and Disability – Lanivet Community Primary School

Communication and Interaction

SEN Code of Practice (DfE, 2015)

6.28 – Children with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use rules of social communication. The profile for every child with SLCN is different and their needs may change over time.

6.29 – Children with ASC are likely to have particular difficulties with language, communication and imagination, which can impact on how they relate to others.

Wave 1 (Universal)	Wave 2 (Targeted)	Wave 3 (Specialist)
Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists, processing time given	Increased differentiation at both input and output	1:1 support from a teaching assistant at points throughout the day.
Careful explanation of new vocabulary.	Flexible adult support on a "needs-led" basis	A communication plan written by the Speech and Language Therapy Service.
Structured school & class routines	Pre teaching of key vocabulary, particularly for the broader curriculum.	SALT from 1:1 TAs trained by external specialist providers to provide individual schemes.
Use of visual prompts/ICT to make learning more visual	A "narrative approach" small group for some aspects of learning	A SEN Support Plan which sets personal targets on a regular basis
Multisensory teaching, including physical and visual explanations and instructions, where possible	Simplification of learning resources	Use of signs or symbol systems such as Makaton or the Picture Exchange System (PECS)
Use of nonverbal communication to reinforce what is being said, where possible	Explicit teaching of particular social concepts, including the use of social stories	

Classroom arrangements promote good communication opportunities i.e. Talking Partners and collaborative group work Visual timetables Focused small group support on a "needs-led" basis Opportunities for talk outside of lesson time i.e. clubs, lunchtimes etc Peer and adult support Special arrangements in place for assessments, if required Seating plan and classroom environment takes account of learning needs	Access to Autism Champion (KV) for advice and guidance as appropriate Additional ICT strategies Supporting verbal instructions with individual visual aids An individual visual timetable or/and use of Now/Next boards ELSA support TIS Practitioner support	Other outside agencies, such as ASD support team, if required. Access to a learning environment where social demand is less for part of the day A high level of supervision (1:1 Teaching Assistant) A highly structured and individualised learning programme ELSA support TIS Practitioner support

Cognition and Learning

SEND Code of Practice (DfE, 2015)

6.30 – Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) through to profound and multiple learning difficulties (PMLD), such as Down's syndrome.

6.31 – Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Wave 1 (Universal)	Wave 2 (Targeted)	Wave 3 (Specialist)
Appropriately differentiated curriculum taking into account individual learner's needs	Increasingly differentiated curriculum, including activities and/or materials, input and output.	1:1 support from a teaching assistant at points throughout the day, as required.
Groupings and seating arrangements that facilitate learning	Extended opportunity to learn through play for some pupils.	A SEN Support Plan which sets personal targets on a regular basis
Careful consideration of language used	Seating arrangements consider learner's needs	Other outside agencies, such as Physical and Medical needs team, Educational Psychologist or Cognition and Learning Service, if required.
Whole school environment takes account of learning needs i.e. illustrated signs	Careful adult support to promote and facilitate independent learning.	A structured and safe learning environment
A multi-sensory approach is used across the curriculum	Alternative recording methods.	A high level of supervision (1:1 teaching assistant)
Range of ICT used on a regular basis – TTRS, Sumdog, Numbots	Personal visual time table (Now/Next)	
	Visual task boards to help a child stay on track	

Pictorial, concrete and practical materials are available. Tools to support and scaffold learning are available i.e. word mats Range of resources in classrooms to support learning i.e. pencil grips, writing frames, word lists, talk tins, manipulatives for maths etc. Movement breaks and/or fiddle toys to help improve focus and concentration Multisensory teaching, including physical and visual explanations and instructions, where possible to cater for all learning styles	Coloured paper/overlays and appropriate font size for pupils with visual stress (including on board) Access to an individual white board or alternative recording strategy if copying is a difficulty Dyslexia friendly books are available in the library Movement/sensory breaks may be built into the day Opportunities for pre-teaching, particularly new topic vocabulary Opportunities for over-learning to support children with executive function needs Support to develop key board skills for some pupils i.e. Nessy fingers Individuals and/or small groups follow evidence based intervention programmes such as Nessy, Precision Teach, phonological awareness, Read Write Inc (intervention) or White Rose Maths. Special arrangements in place for assessments, if required and if it is the child's standard way of working	A highly structured and individualised learning programme Regular home-school communication Explicit teaching of independent learning skills using learning tools such as ICT, visual timetable/prompts, alternative recording methods etc.

Social, emotional and mental health

SEND Code of Practice (DfE, 2015)

6.32 – Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as anxiety or depression. Other children may have disorders such as ADD, ADHD or attachment disorder.

Wave 1 (Universal)	Wave 2 (Targeted)	Wave 3 (Specialist)
Positive relationships with staff and peers; we follow a non-confrontational, trauma informed approach. All staff have accessed training on PACE, attachment and Emotion Coaching Environmental adaptations to keep children safe, including a safe space when children are finding it difficult to regulate their emotions. Effective and informed seating plans are being used. Consistent behaviour management is used by all staff, especially reinforcement of positive behaviour.	Access to programmes that support and develop social and emotional learning. We have a Trauma Informed School Mental Health practitioner in school fulltime. An adapted curriculum or activities at points during the week to support need Adaptations to the learning environment to reflect and support needs Supportive arrangements for break/lunch times Risk assessments completed for return to school after COVID-19 school closures During remote learning – regular 1:1 video calls with staff	Highly modified learning environment and timetable A high level of adult support, including care and supervision. Behaviour Support Plan to inform all adults on how best to support and co-regulate with the child 1:1 support with staff trained in supporting pupils with SEMH needs (TIS, Team Teach, positive handling) Access to identified key adult(s) Support from outside agencies such as ASD support team or CAMHS and close

Meaningful rewards and sanctions in use, including visual prompts. Appropriate differentiation of the curriculum. PSHE scheme provides opportunity for social and emotional development. Weekly assemblies that focus on wellbeing Emotion coaching approach used whole school. A flexible approach to different behaviours i.e. understanding that an anxious child may not contribute whole-class Daily P.E. lessons for physical activity and wellbeing. Structured routines and use of visual timetable with pre-warning of change where possible An adult to talk to when needed; I Wish My Teacher Knew available at all times	Close communication with parents/carers and pupils about upcoming trips so suitable arrangements to support the child can be made Awareness of how an activity may trigger a response in some children i.e. tics can be triggered by stress/excitement Social stories 1:1 or small group TIS work	communication with any external agencies supporting the child, so school can further support their work

Sensory and/or Physical needs

SEND Code of Practice (DfE, 2015)

6.34 – Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and fluctuate over time. Many children with vision impairment or hearing impairment will require specialist support and/or equipment to access their learning.

6.35 – Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

Wave 1 (Universal)	Wave 2 (Targeted)	Wave 3 (Specialist)
Curriculum differentiation that takes account of individual pupil needs. i.e. a range of hands-on activities where possible Modelling of how to use specific equipment i.e. P.E., science, music etc Frequent and sensitive monitoring of a pupils' understanding. Repetition of contributions from others as required i.e. for hearing impaired pupils. Use of clear and precise instruction with repetition and review built in naturally. Follow any medical advice given for the pupil	Access to additional teaching in small groups or on an individual basis. Additional and differentiated resources. Specialist teachers of the deaf or visually impaired if required Use of appropriate ICT i.e. headphones, assistive technology etc. Access arrangements for assessments Movement/sensory breaks built into the day to support need	Specialist teachers of the deaf or visually impaired, if required Building access arrangements/equipment i.e. ramps, accessible toilet etc. Staff trained in moving and handling Staff trained in specialist medical care Access to a quiet area for specialist teaching Access to specialised resources, such as braille, if required High level of adult support to aid delivery of individualised learning.

Awareness and adaptation of the classroom environment i.e. sensory overload. Grouping strategies promote independent and supported learning. Access to appropriate equipment to support need i.e. pencil grips, adapted scissors, writing slope, wobble cushion, ear defenders etc. Consideration of the position of the class teacher, board, desks etc. to support all needs i.e. visual or hearing impairment Staff trained in paediatric first aid, including Epipen administration. Movement breaks/fiddle toys to support need Knowledge of children and adapting approach to meet need i.e. not picking a dyspraxic child first but allowing them to observe/process the task Use of high-contrast resources for visual impairment needs, as required	Specialist equipment for sensory processing i.e. ear defenders, wobble cushions Fine and gross motor skill interventions Alternative recording methods i.e. ICT Adapting homework if pupil does not have necessary specialist equipment at home. Alternative inclusive PE activities for the whole class Emergency evacuation plans/risk assessments Staff trained in specialist medical care i.e. diabetes Close communication with parents/carers and pupils about upcoming trips so suitable arrangements and Risk Assessments to support the child can be made Awareness of how an activity may trigger a response in some children i.e. tics can be triggered by stress/excitement	British Sign Language training provided, if required Specialist equipment recommended by OT i.e. chairs, cutlery Occupational Therapy programme facilitated, with adult support where necessary Involvement of community nursing service and an Individual Health Care Plan written and regularly reviewed.

Use of window blinds, screen brightness etc to regulate light for children who are sensitive	Information shared with relevant staff to ensure consistent support school-wide	

Once a pupil is accessing Wave 2 or Wave 3 provision, it may be appropriate to seek support from external agencies. The SENDCO will make a referral, in collaboration with the Parents/carers and the class teacher.

Staff training and development

To ensure that our staff are confident in supporting our SEND learners, we ensure that training is provided for their continual professional development. Training is identified by staff audits and pupil needs, for example in 2020-21, whole school and specialist training on Emotional Wellbeing was provided to ensure our pupils were supported in the best way following the Covid-19 Pandemic.

Parental engagement

At Lanivet School, we strongly believe in the importance of parental engagement for all pupils, but especially our SEND pupils. We aim for class teachers to meet formally with parents of children on an SEN Support Plan three times a year to review their child's progress and gain their insight. Due to the recent COVID-19 restrictions, we have to be flexible in how we manage this and now, whilst we are still holding some face-to-face meetings, we are also using telephone and Microsoft Teams to enable communication.

Parents are encouraged to contact the class teacher or SENDCO to discuss matters and many will be in contact much more than three times a year as communication tends to be proportional to a child's need. In addition to the termly meetings, children who have an EHCP also have an annual review, co-ordinated by the SENCO which enables the team around the child to review their progress and plan their next outcomes.

Parental engagement is also a key factor in the early identification of an additional need, so we welcome any parent with a concern to contact the school to discuss this.

SEND Priorities for 2022 - 2023

INTENT	IMPLEMENTATION			IMPACT	
Target	Actions	Person/s responsible	Resources required	Evaluation – evidence of success and impact	Timescale and Review
Outcome: To assure a curriculum that provides for SEND children. 1) To quality assure that the curriculum provides both challenge and support for SEND pupils 2) To create a shared understanding with EYFS team, SENDCo and SMT for what SEND looks	Reading – Review phonics data every half term to ensure progress for SEND pupils and address if not. Assess the impact of shared reading and the use of Accelerated Reader for SEN pupils Create individualised carousel approach for lowest RWI group. Wider curriculum - learning walks, book looks and pupil voice. Pupil voice – are pupils engaged and enjoying learning? To capture pupil voice, weekly through SEND monitoring schedule and feedback with teachers either individually or at staff meeting.	SH/ JH/ FD MH/ JH/FD SH/ FD JH/FD JH/ FD	Time for learning walks, book looks and conversations with pupils to capture pupil voice. Time for HC and for other staff to meet – possible HLTA cover for teaching staff. Training for HC on how to conduct effective book looks. Data from RWI, Target Tracker and B Squared.	*We want to see: SEND children make at least one step progress per half term.* *SEND children accessing lessons **and** talk about the content afterwards i.e. book look* *SEND children engaging with and enjoying their lessons; feeling part of the lessons.* *We want to see:*	Aut 1 October half term phonics assessments –Nov 22 By 27.9.22 Monitoring beginning Autumn term and continuing throughout year + termly Target Tracker/ B Squared data

like at EYFS to ensure prompt identification of need within Reception cohort	SENDCo to develop personal knowledge of the EYFS 2021 curriculum To look at baseline data to highlight any possible SEND pupils Refresher training for all EYFS staff on whole school SEND identification and Cause for Concern forms to ensure a collaborative approach to sharing concerns and early identification of SEND, where applicable.	JH/ FD/HB JH/FD	Training (distance) – time to complete. Time to meet to discuss; possible HLTA to cover. Delivered during class meeting time.	*SENDCo confident in stages and steps of EYFS, including signs that a child's development may be hindered in some way.* *Prompt identification of children whose development is a concern (if any), including use of concern forms.*	November 2022 Oct 22 TBC with HB

INTENT	IMPLEMENTATION			IMPACT	
Target	**Actions**	**Person/s responsible**	**Resources required**	**Evaluation** – **evidence** of success and **impact**	**Timescale and Review**
Outcome: To embed a whole-school joined up approach to wellbeing, including SEND children 1) Improve short and long-term outcomes for (SEND)	Wellbeing team to be established meet regularly as an effective leadership team. Staff introduced to the pyramid approach to develop mental wellbeing at whole school level	JH/FD JH/FD Teachers to feedback to their class teams	Time Time at staff meeting/s Twilight session inc overtime pay (1 hr)	*We want to see:* *All staff confident in the delivery and the rationale of the whole-school wellbeing plan and the place of SEND pupils within it.* *All children with an understanding of*	Nov 22 and ongoing EOT DEC 22

Target	Actions	Person/s responsible	Resources required	Evaluation – evidence of success and impact	Timescale and Review
children by considering and promoting their mental wellbeing 2) Ensure whole school understanding of SEND with the new wellbeing agenda	Wellbeing team to develop and deliver further staff training throughout the year Assess impact of whole-school wellbeing plan through pupil voice, including SEND children Implementation of Trauma Informed Schools group and 1:1 work, including identification of children and evaluation of its impact. Staff aware of the crossovers of SEND within the wellbeing strategy; the impact of wellbeing on presentation of individual needs. Governors to have clear understanding of the wellbeing agenda and the part SEND plays within it.	FD/JH/BC JH FD CD/HJ	for teaching assistants. Time for meetings and training, possible further overtime needed. Time to go into class and speak with children – possible HLTA cover Dennison centre and resources for TIS. Time for HC and children to meet and for HC and class teacher to review. Individual class teacher APDR conversations (time) and possible further staff training if required. Governor meetings	*what wellbeing is and how they can improve personal wellbeing* *All children safe and happy with school* *Identified children show benefit/progress from baseline to assessment following TIS work*	As identified, reviewed at half termly wellbeing team meetings Jan 22 Nov 22 With ADPR reviews half term Aut 2 meeting

INTENT	IMPLEMENTATION			IMPACT	

Outcome: Introduce a consistent and effective way of tracking provision for SEND pupils 1) Implement Edukey Provision Map so all pupils receiving additional or different from provision can be tracked and the impact of this evaluated	Lanivet School information to be put into the Edukey system. SENDCo to receive training on how to effectively use Provision Map software All children's provision (and baselines) input onto Provision Map software Teaching staff trained on how to use software as a tool for supporting their SEND pupils Monitor impact of interventions to inform APDR and provision for SEND pupils.	TPAT ICT FD/HC FD (information from class teachers) FD FD and teachers	Time to train Edukey software working correctly Time and information from class teachers from APDR meetings ICT and staff meeting time Time	*We want to see: all staff confidently using provision map to track impact of SEND provision*	Update Sept 22 Oct 22 - Coach Nov 22 For half term review – Oct 22 Beginning at Aut 2 APDR review; ongoing