



Rosemellin Community Primary School SEN Information Report 2022-2023

Rosemellin School is fully inclusive and aims to cater for all pupils regardless of circumstance. The whole school is fully accessible with all rooms and play areas with open access. All classes are fully inclusive; support for the children is determined by individual need and tailored as such. Here at Rosemellin we have high expectations for all of our children and we aim to realise the individual's academic and social development. Throughout their time at Rosemellin Primary School, children may receive varying levels of support according to the individual's changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision you will find here, however, such levels of support and provision will vary across time for individual children as we fluid and respond to their individual needs.

Here at Rosemellin we recognise that some children may find certain aspects of their learning challenging. As such, our approach to teaching and learning and Special Educational Needs is designed to support these children, providing them with the tools to overcome these hurdles and helping them to achieve. As an open and inclusive environment, we welcome all children to our school and endeavour to make every effort to adapt teaching and learning to support a child's educational development. We have a skilled and dedicated team who treat everyone as an individual and celebrate all achievements. We believe in early identification and intervention and working closely with a neighbouring nursery, we are able to give pupils the support they need from an early age.

The inclusivity of our curriculum is no exception and is well planned and delivered within the framework created by the guiding principles of the school. We firmly believe that to be in the best place to progress and learn, that children need to feel safe, secure, and able to take ownership of their own learning journey. We offer a broad and balanced curriculum that provides significant opportunity and appropriate challenge for children to apply and express their knowledge and understanding across subject areas. Due to the fact that our approach has 'focus subjects' for short periods of time, it enables children to become 'experts' and apply their learning in various ways. We believe that a rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy children who are ready to face all of life's challenges and grasp all of life's opportunities. We therefore offer a great deal of trips, clubs and residential that are open to all pupils in order to supplement and enhance the wealth of opportunities we facilitate on a day-to-day basis.

Rosemellin Primary School:




- Has a positive learning environment where children develop skills and learn how to apply them in a purposeful and meaningful way.
- Encourages, supports and challenges all pupils to achieve their full potential
- Embraces individual needs and promotes their self-esteem and is inclusive
- Develops and supports children to be healthier and active learners
- Provides a caring, safe and secure environment where children's differences are celebrated and opinion is valued
- Promotes positive working partnerships with parents and carers
- Works closely with external agencies to plan the appropriate support for children. These services include but are not limited to; Physiotherapy, Occupational Therapy, Speech and Language Therapy, School Nurse, Education Psychology, Dyslexia service, Autism Spectrum Team, Diabetic Nursing Team, Vision Support, Hearing Support, Physical and Medical Needs advisory service, Cognition and Learning team and CAMHs
- Works to support each child by attending to the holistic needs of the child and supporting children's families.
- Teaches pupils to communicate effectively, to be independent learners and to make good choices.
- Involves the community effectively to enhance the learning curriculum and to support pupils to practice and extend their social skills.
- Develops pupil's self-esteem, confidence and independence for their continued learning journey, both socially and academically.

[Link to Equality Scheme and Plan](#) [Link to Cornwall's Local Offer](#) [Link to Accessibility Plan](#)




SENDCO: L. Alston

The levels of support and provision offered by our school

1. Listening to and responding to children and young people


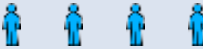

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Pupil voice is heard through:</p> <ul style="list-style-type: none"> - School Council meetings - Pupil questionnaires - Circle Time/PSHE - A worry box in each class – I Wish My Teacher Knew - Pupil Attitude to School and Self Survey - Pupil Conferencing - Pupil interviews – during recruitment - Open access to Learning Mentor <p>The views and opinions of all pupils are valued, and the pupil voice is represented throughout all aspects of school.</p> <p>SLT, Class Teachers, Classroom Support, Learning Mentors and the SEN Team are available to support the above.</p>	<p>Pupils with SEND write their Learning Plans in conjunction with their class teacher at the start of each term. Parents are invited to contribute to the Learning Plan and discuss this with the class teacher.</p> <p>During Learning Plan reviews, additional provision will be discussed and developed in light of Learning Plans.</p> <p>Pupil's and parent's views are an integral part of SEN reviews through Learning Plans, Annual Reviews, Parent Consultation meetings and open line of communication via Class Dojo.</p>	<p>Individual support is responsive to the views of the pupil, parent and advice from external agencies.</p> <p>Pupil's are supported in person centred target and outcome setting.</p> <p>Learning Plans are presented in a format that is accessible to the pupil and parents.</p> <p>Individual support with academic targets linked to age related expectations.</p> <p>Advocacy is available to ensure the above.</p>

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The parents/carers of all pupils are invited to attend parent/carer consultations.</p> <p>Pupils' reports are sent home once each year.</p> <p>Online reading records encourage written dialogue between families/parents and school.</p> <p>Parent/carers know exactly who to contact if they have any concerns.</p> <p>Our website, enables parent/carers to understand more about what their child is learning.</p> <p>Foundation stage use the Tapestry online software to aid regular progress reports. Teachers and parents can communicate about their child's learning.</p> <p>Key Stage One and Two use Class Dojo to share class work and information with parents. Parents are also able to use this</p>	<p>Families are invited to attend targeted extra-curricular clubs and activities.</p> <p>Open access to SENCO, Learning Mentors and SLT re supporting their child at home e.g. Behaviour, parenting skills, literacy and numeracy, skills, independent homework.</p> <p>Our Learning Mentor and Parent Support Advisor support families and pupils when the need arises.</p>	<p>Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</p> <p>Parent/carer's views are an integral part of TAC meetings and SEND reviews.</p> <p>All documentation is presented in a format that is accessible to individual parents. Parents can also access their child's Learning Plan online.</p> <p>Parents are encouraged to support Learning Plan targets.</p> <p>Parents maybe invited to join in with school trips, residentials and clubs when appropriate.</p>

program to communicate directly with class teachers, Learning Mentors and SLT.		
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3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>At Rosemellin School we use a topic based Curriculum which covers all elements of the National Curriculum.</p> <p>Our RE is taught from the Cornwall Agreed Syllabus</p> <p>English, Maths, PE and PSHE are planned using Literacy Tree, White Rose, Complete P.E and Lifewise; respectively.</p> <p>Our broad and balanced curriculum is designed to ensure the inclusion of all pupils.</p> <p>All pupils, regardless of their ability and/or additional needs, have full access to the curriculum which is differentiated as required.</p> <p>Assessments are used to identify pupils who need specific interventions.</p>	<p>Foundation Challenge File support – support with completing early learning goals before KS1 curriculum</p> <p>Learning Plans to support home/school links to learning.</p> <p>Small Intervention groups include: Class based support for reading, writing and numeracy targets Memory Skills Phonological Awareness Fine and Gross Motor Skills Dyslexia Support Speech and Language Phonics Catch-up Keep up sessions</p>	<p>Small group or 1-1 for English, Reading and Maths Support.</p> <p>Pupils with SEND access the curriculum with adult support as appropriate.</p> <p>Support for Learning Plan targets</p> <p>Read Write Inc.</p> <p>Early Learning Goal support</p> <p>KS1 and KS2 Maths interventions</p> <p>KS1 and KS2 English interventions</p>

In class support/intervention live aims to ensure that children do not miss out on quality first teaching opportunities.

Learning spaces are used for small intervention groups when necessary and appropriate.



4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Quality first teaching supports the needs of all pupils.</p> <p>The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</p> <p>Different level groupings are identified in each class and differentiation is applied.</p> <p>Access to ICT and other recording</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>In class TA support: Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep pupils on task. <p>In class targeted teacher support: If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher.</p> <p>Additional small group and 1-1 interventions for Maths, English and Reading are available for SEN children.</p>	<p>1-1 and group support for English, Reading and Maths – both in and out of class.</p> <p>Support for Learning Plan (IEP) targets</p> <p>Read Write Inc 1-2-1</p> <p>Small group phonics support</p> <p>IDL – literacy programme</p> <p>1-2-1 support for those with physical disabilities, sensory loss, speech and language difficulties, autism and dyslexia offered by specially trained school staff.</p> <p>Crofty Trust Speech and Language therapist</p> <p>County Educational Psychologist</p> <p>County Cognition and Learning Team</p> <p>Clicker 6 to support language and communication skills</p>

<p>Improvement marking – verbal and written feedback, peer assessment and self- assessment.</p> <p>Rosemellin School is a 'dyslexia friendly' school. This approach is used for teaching and learning across the school, where differentiated teaching and</p>		<p>BPVS assessments to monitor vocabulary</p> <p>Aston Index to identify specific learning difficulties.</p> <p>DCDQ for Dyspraxia assessment</p> <p>Dyslexia screening</p>
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<p>outcomes are used to ensure the progress of all pupils.</p> <p>Outreach from external professionals requested for advice on teaching and learning</p> <p>Rosemellin School takes part in Walkthrus – an in house coaching programme used to enhance the classroom experience for all children.</p>		<p>Autism support via ASDAT</p>
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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> 
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<p>Resources are available in Key Stage One and Two class-rooms containing overlays, highlighters, dictionaries, word-mats, timers etc which promote independence.</p> <p>Maths working wall displays for key vocabulary and symbols.</p> <p>English classroom working wall display examples of writing for the pupils to 'magpie' demonstrating good examples of the task and additional literacy support.</p> <p>The 5b's are used to promote self-help with the strategies- brain, book, board, buddy, boss.</p>	<p>Where teaching assistants are in the classroom they facilitate independence.</p> <p>Pupils have access to personalised equipment to help them to learn, such as overlays, pencil grips, triangular pencils, loop scissors, timers etc</p> <p>Pupils have access to:</p> <ul style="list-style-type: none"> - visual timetables - prompt cards - traffic light system - time out cards <p>Other interventions include:</p> <p>Circle time In class support for behavioural targets Anger management</p>	<p>Teachers and teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, 5 Bs etc.</p> <p>Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant or teacher is absent</p> <p>Personalised 1-2-1 timetables are in place</p> <p>Personalised Learning Plans are in place</p> <p>ICT support is available for selected children, when appropriate.</p>
<p>Pupils self-assess their maths sessions daily, providing them and the staff with opportunity to reflect on the learning.</p>	<p>Social Skills Social Stories Restorative Justice Little Troopers Bereavement support Sensory Circuits</p>	<p>Learning Mentors support in developing self-help skills and strategies.</p>

6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>PSHE plans link with social and emotional aspects of learning and lessons include all pupils</p> <p>The SEN team coordinate provision for pupils with wellbeing, emotional, physical and mental health needs.</p> <p>Pupil issues are dealt with by trained staff, including Learning Mentors, as they arise.</p> <p>Pupils have open access to 'I Wish my Teacher Knew...' boxes to share and express their feelings, concerns and emotions.</p>	<p>A base (the Link Room) is available for vulnerable pupils to take 'time out' and find support at break times.</p> <p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> - self-esteem - social skills - life skills - anger management - Resilience 	<p>TACs, Early Support meetings and reviews are supported by a range of multi-agencies.</p> <p>Boxall and SDQ's profiling is used to tailor provision to need</p> <p>Additional support for pupils can be requested from</p> <ul style="list-style-type: none"> - CAMHS - Social Care - Youth Centres - Dreadnought - Penhaligons Friends - Music therapy
<p>After-school clubs range from: Football, Netball, Rugby, Dance, Basketball, Multi-skills sports, crafting, computing, guitar clubs, Instruments, Art, Surfing, all of which help to build resilience and support emotional well-being.</p>	<p>Learning Mentors are available to deal with groups specific issues as and when needed</p> <p>Additional planning and arrangements for transition between all year groups.</p> <p>A Forest School Intervention takes place with a Qualified Teacher.</p>	<p>Individualised support is provided for pupils who begin to display early signs of disaffection.</p> <p>Pupils with specific medical conditions have individual health care plans.</p> <p>Small group, 1-1 for Social Skills Individual counselling Individual reward systems</p>




All children take part in anti-bullying days, which could include wearing odd socks to celebrate that we are all different, and all equal.

Pupils have access to the school nurse. Sessions are private and confidential.




Bereavement counselling available.

Anger management
Re-integration program (IBP)
County Educational Psychologist
Pastoral support
Draw and talk
1-1Talk Time
1-1Learning Mentor Support
1-1Pupil monitoring
Additional planning and arrangements for transition
Bereavement/Critical Illness support
PSA home/school support
CIC Interventions
PEP arrangements

7. Social interaction opportunities


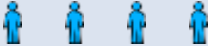

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All pupils have opportunities for social interaction, regardless of need.</p> <p>All pupils belong to a class, year group and wider school community.</p> <p>All pupils are invited on trips and visits.</p> <p>All children will take part in PE sessions together.</p> <p>See clubs list in section 6.</p> <p>Involvement in community events.</p> <p>Y6 Playtime leaders to support games for all.</p> <p>School council</p> <p>Assemblies</p>	<p>Buddy classes working together to share and support learning.</p> <p>Peer mentors/buddies for vulnerable children and young people.</p> <p>At Year Six, children have the opportunity to become a SUPER SIX. This provides children with the opportunity to have more responsibility within KS2.</p> <p>Forest School intervention group</p> <p>Sports teams – events with other schools.</p>	<p>Teachers, learning mentors or TAs use socialstories with individual pupils.</p> <p>Picture Communication Symbols – visual timetables.</p> <p>Makaton signs and symbols</p> <p>A range of PE resources to allow all to take part in sessions.</p> <p>Draw and talk sessions</p> <p>1-2-1 Social Skills and Anger Management interventions to help support children working in groups</p>

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> 
<p>All areas of the school are accessible to everyone including those pupils with SEND.</p> <p>The building is accessible for wheelchair users.</p> <p>Pupils feel safe in an environment where bullying is not tolerated and dealt with effectively.</p> <p>There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</p> <p>All areas of the school are uplifting, positive and support learning. Outdoor areas, including the wildlife area are used to facilitate learning.</p> <p>Teachers use the Growth Mindset philosophy to reward good behaviour to promote a positive learning environment. Each class has a Growth Mindset display to promote positive learning attitudes.</p>	<p>A base (Link Room) for vulnerable pupils offers a quiet and supervised area for those who are unable to cope in unstructured times. Ensures the opportunity to eat lunch away from the canteen and store items in a secure place.</p> <p>Non-slip, non-breakable equipment available in practical lessons.</p> <p>Adjustable chairs/ tables available.</p> <p>Adapted PE equipment available.</p> <p>Sensory toys, lights and games</p>	<p>Specialist equipment in lessons enables disabled pupils to be independent.</p> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs.</p> <p>Adjustable chairs/ tables available.</p> <p>External professionals support the facilitation of equipment to support pupils learnings. Eg OT, Ed Psych, SALT, Visual and Auditory.</p>

<p>The Behaviour Policy, rewards and sanctions system is consistent.</p> <p>Toilets adapted by height for Reception and KS1.</p> <p>All entrances and exits have locks and codes to ensure the safeguarding of pupils.</p>		
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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> 
<p>There are strong links with feeder secondary Schools and Nursery schools. Pastoral leads identify pupils who may need extra support at transition from KS2 to KS3 and at Foundation.</p> <p>Secondary staff visit Year 5 and 6</p> <p>Year 5 and 6 take part in experience days at secondary schools.</p> <p>Y6 pupils will start topics of work in books that are taken to and continued at Secondary.</p> <p>Children at Year 5 and 6 are invited to Saturday Schools at local secondaries.</p>	<p>Children visit local secondary schools from for specific events. Towards Year 6 this becomes more regular.</p> <p>‘Friendship group’ systems are in place for pupils who are particularly vulnerable at transition.</p> <p>Pupils identified as possibly struggling with transition have many additional visits in small groups</p> <p>A Learning Mentor or TA will support transition for vulnerable groups.</p>	<p>An SEN team member from secondary placements attends year 5 and year 6 annual statement reviews (and earlier if the parent requests).</p> <p>Primary/Secondary team meetings regarding transition of individual or vulnerable children.</p> <p>Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment,</p>

		etc.
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<p>All classes meet their new teacher for the Autumn during the summer term for three sessions (two mornings and one afternoon) to support transition.</p> <p>Nursery to Foundation transitions during the Summer term.</p> <p>The school arranges transition opportunities from Year 2 to Year 3 and Foundation to Y1.</p>	<p>A transition passport is put together for vulnerable children from Nursery to the Foundation Stage.</p>	<p>Pupils with SEND have extra visits to Year 7 settings.</p>
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10. The SEND Qualifications of, and SEND training attended by, our staff.

SEND Team:

Our experienced SEN team who have been working with SEND pupils and agencies for a number of years include:
 Two experienced SEN Managers - Miss Kim Than and Mrs Julie Smith; A Speech and Language and Dyslexia

specialist – Mrs Shirley Smith; Learning Mentor - Mr Rob Lyth

Liam Alston, SENDCO: Our SENDCO (Special Educational Needs and Disability Co-ordinator). Qualified Teacher (currently working in year 5), and has the National Award for SENCO qualification.

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Social Care	Support vulnerable children and families	0300 1231116
Family Support	Support vulnerable children and families	07973 497357
Educational Welfare Service	Attendance issue support	0300 1234101
Children in Care	Manage Children in care and their family support	01873 323565
SALT	Assess and support speech and language	01209 318500
Family Learning	Providing families with the opportunity to learn together	01872 327520
County Educational Psychologists	Provide a statutory service for SEND needs	01209 614175
Croft Trust Educational Psychologist	Advice and support for SEND matters across the Croft Trust	01209 712313
CAMHS	Mental Health Support for children	01872 321400

Barnardos	Helping the UK's most vulnerable children, young people and their families	01736 361868
Penhaligons	Bereavement and critical illness family support	0845 6071943
Behaviour Support Service	Advise and support on behaviour management in school	0300 1234101
Hearing Impairment Team	Supporting schools and families with hearing impairments in Cornwall	01209 612702
Visual Impairment Team	Supporting schools and families with visual impairments in Cornwall	0300 1234101
Occupational Therapist	Assessing for physical and psychological needs to help to promote independence	01872 252531
Dyslexia Service	Assessments and support for Dyslexic children	0300 1234101

Physiotherapists	Providing programmes for physical needs for children in schools	01872 254531
Health/School Nurse	Health support for children and families	01209 610946
Physical Disabilities team	Providing support for children with physical disabilities who attend mainstream schools	01209 616962
Gweres Kernow	Provide information and advice to young people about sexual health	01872 326791
Cornwall Parent Partnership Service (SENDIASS)	Provide information, advice and support for children and families with SEND	01736 751921
Family Information Service	A hub of information for school services in Cornwall. School Local Offer is published here.	www.cornwallfisdirectory.org.uk
NSPCC	Helping children and families throughout the UK to deal with issues such as domestic abuse	01872 245230



‘Learning and achieving for one and all!’