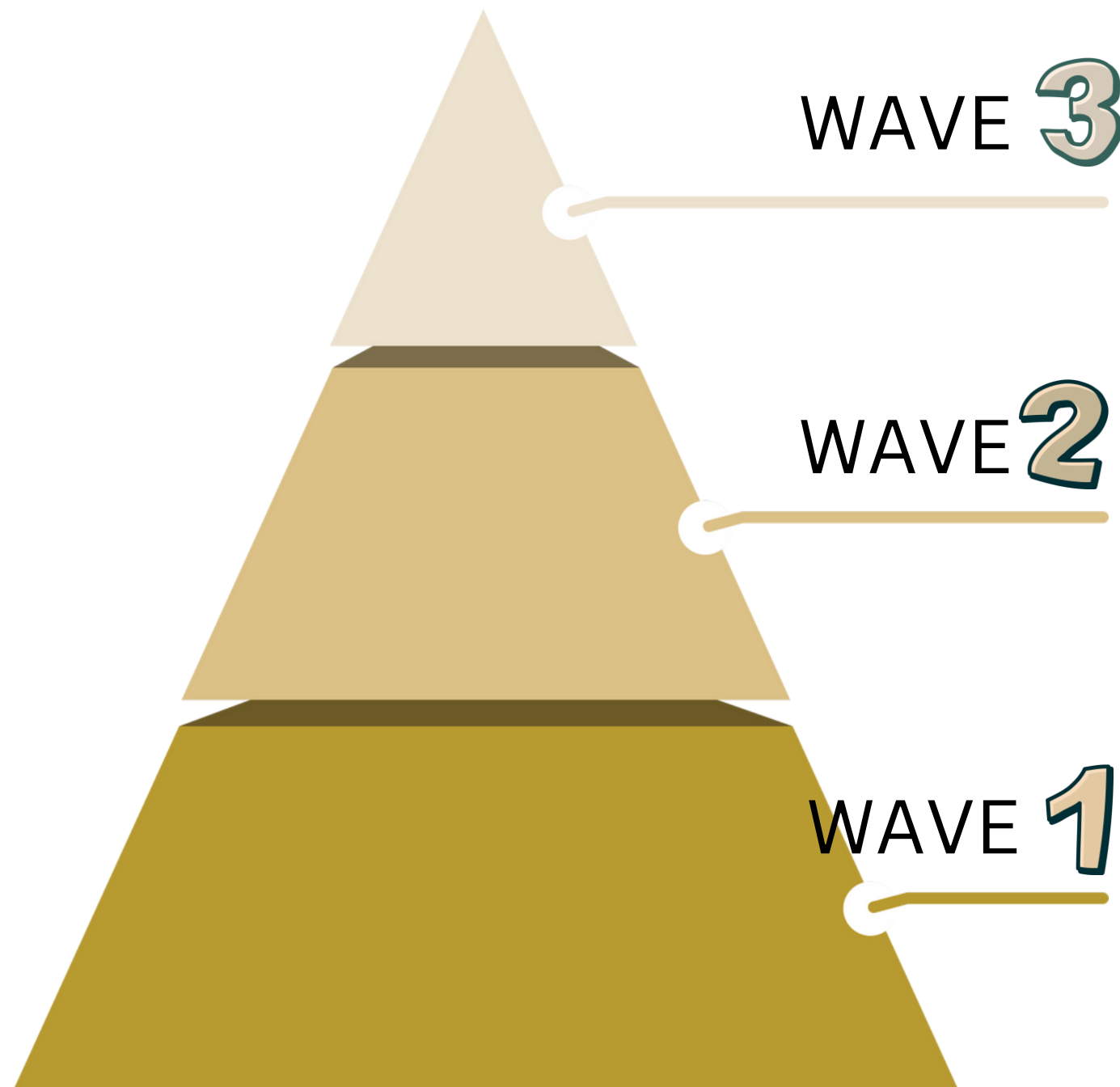




# SEMH

## (SOCIAL, EMOTIONAL, MENTAL HEALTH)



### **Targeted few**

Family Link Worker referral (Sally Sharp), Referral to Early Help and specialist referrals and therapy or specialist teachers, Young carers group EHCP referral considered, Behaviour Lead (TPAT), Play therapy (CLEAR/Bloom/Penhaligan Friends referrals)

### **Some**

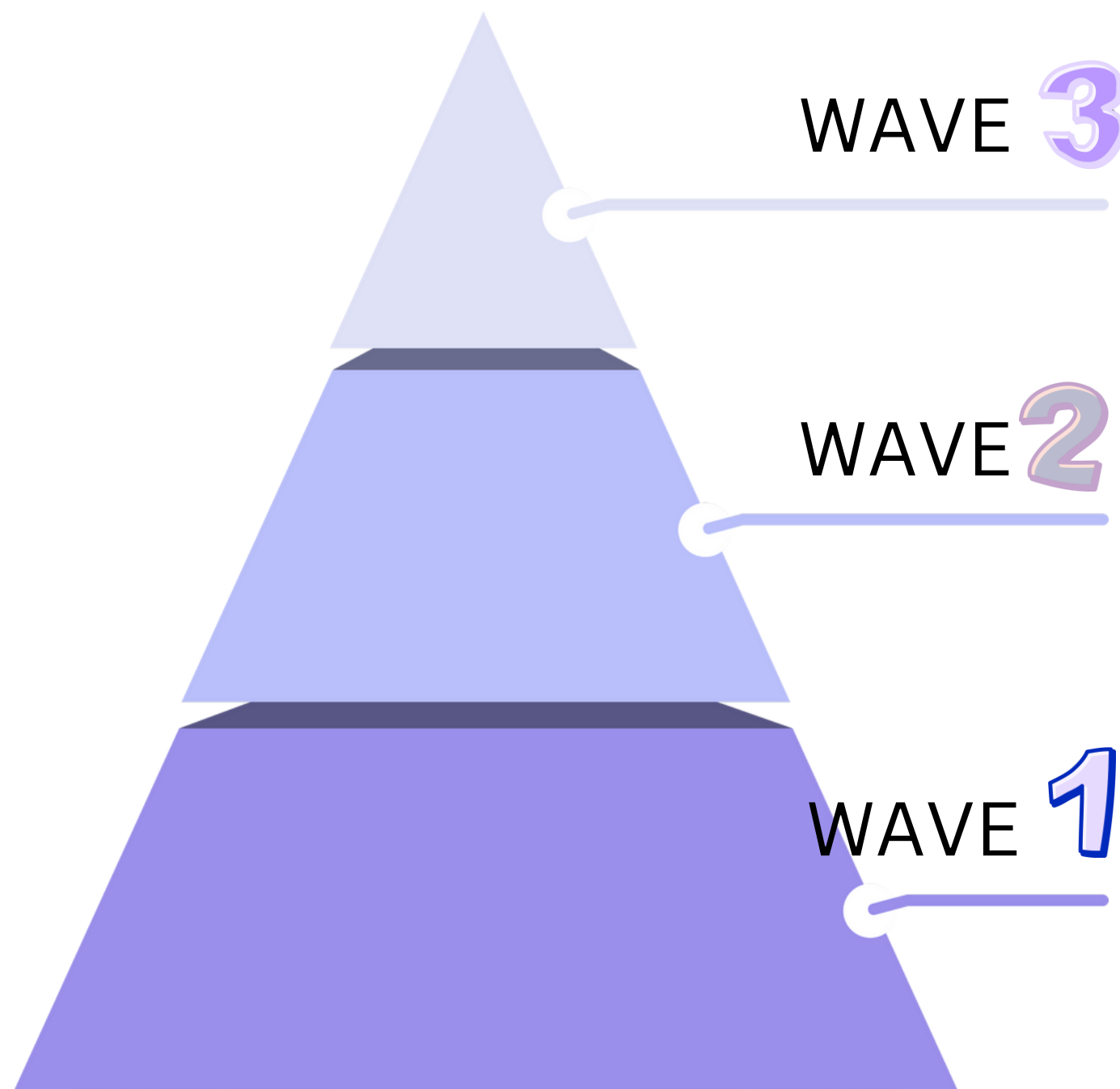
Drawing and Talking, Supported transitions (Breakfast Club), Hub at Lunchtime, Buddy system, Targeted SEMH and Wellbeing group

### **All**

Restorative Practice Behaviour culture, Zones of Regulation explicit teaching, Jigsaw PSHE curriculum, Class rewards, Behaviour and Relational Policy, PRICE strategies.



# COMMUNICATION AND INTERACTION



## **Targeted few**

Specialist referral to LA, Specialist EAL teacher, EHCP referral considered.

## **Some**

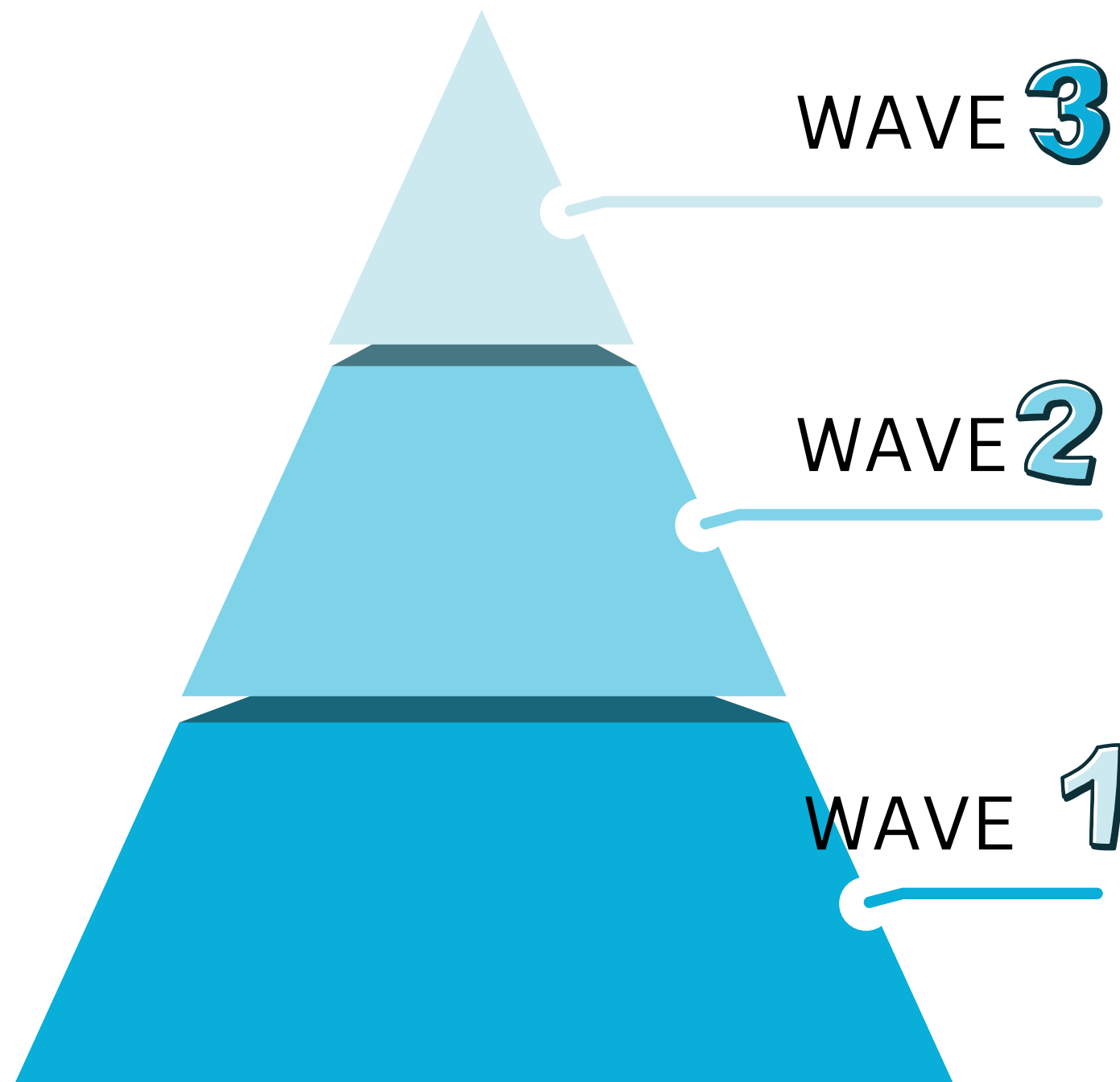
Speech Link and Language Link, Lego therapy, Autism Champion sessions, Social stories, EAL language provision.

## **All**

Early Talk Boost (EYs), Adaptive culture, Oral rehearsal, Modelling, Scaffolding, Dual coding, Story Dough and Drawing Club (EY's)



# COGNITION AND LEARNING



## **Targeted few**

Specialist Referral to LA, Targeted streaming provision, precision teaching, EHCP referral considered.

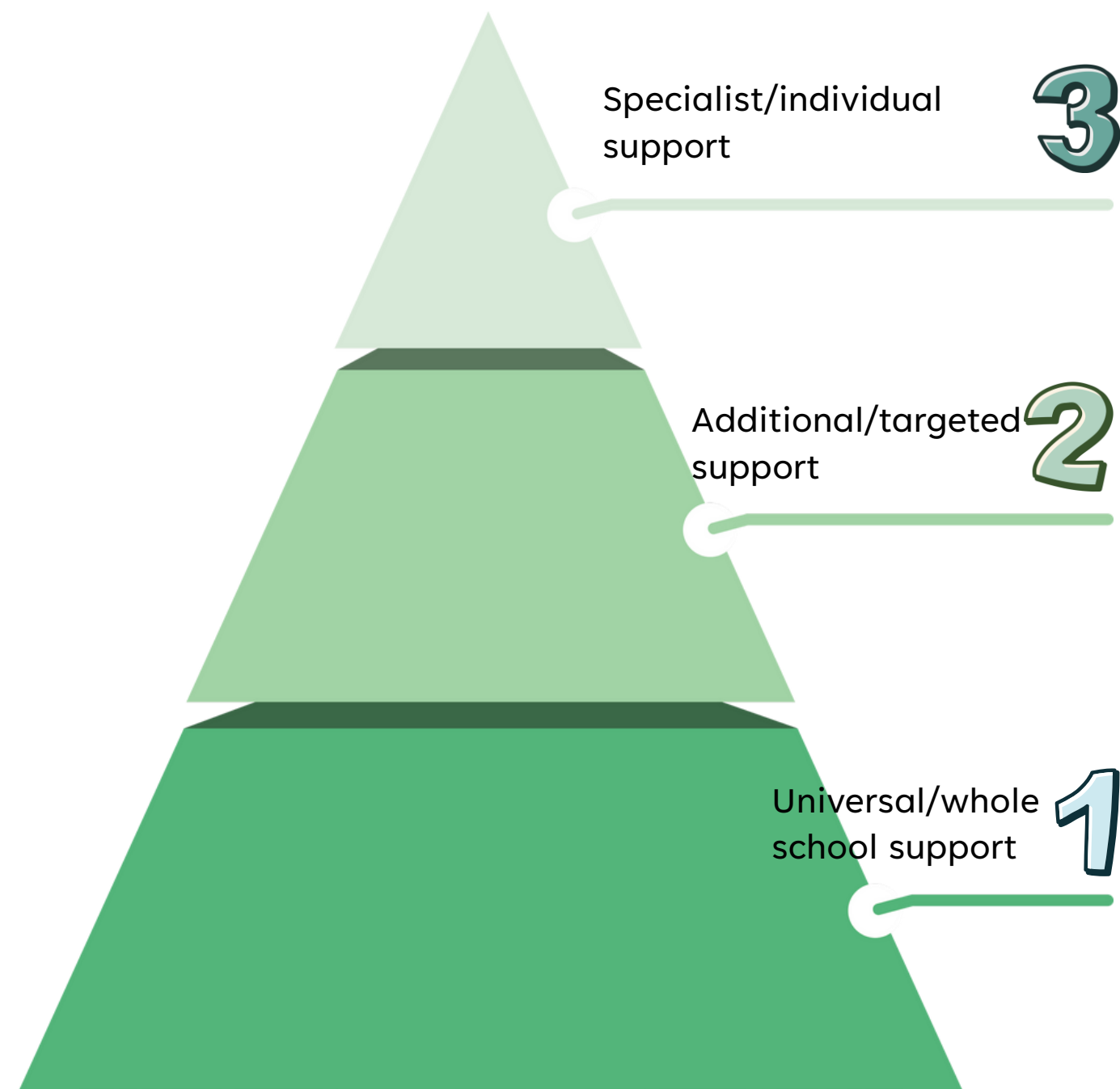
## **Some**

Nessy, Scoop up interventions (Mastering Number/Number sense), Rapid Catch Up/Daily Keep up (LW), Dyslexia screening, Memory Magic, Adaptive practices, recording devices, pre-teaching vocabulary.

## **All**

TTRS, Accelerated Reader, Mastering Number (EY/KS1), Number Sense (KS2), Power Maths, Jane Considine, Spelling Shed, Little Wandle (KS1), single year group (core learning), whole school reading interventions, specialist teaching (CMT).

# Listening to and responding to children and young people



Individual support responds to the views of the pupil.  
Pupil's views are an integral part of TAC meetings and SEND reviews.

Documentation is presented in a child friendly format.  
Pupils are invited into review meetings where they are encouraged to share their views. Pupil contributions are made verbally, written by the pupil or dictated to an adult.

Meet and greet/Time to talk at start and end of day for children struggling with transitions.

NHS Emotional Mental Health Practitioner is available.

The voices of children with SEND are included and valued.  
Small group consultation opportunities are given to encourage all to contribute.

Small group work for those pupils who need help with anxieties or worries eg THRIVE/friendship groups.  
During APDR meetings children are listened to and their views are included on APDRs.

The views and opinions of all pupils are valued. We know this through pupil surveys.

Pupil voice is heard through School Council and questionnaires.  
Small groups provide opportunity for regular conversation e.g. in regular PSHE activities.

All pupils know who they can speak to if they have worries or concerns and are able to identify an adult that they would approach to help them.

accessible SEN information report on website.

# Partnership with parents and carers

3

- Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child.
- Parents/carers views are an integral part of any SEND reviews and meetings.
- Parents/carers are offered support with any parental contribution and accessing documentation as required.
- Parent/carers are encouraged to access support from outside of school via the Family Information Service/  
Local Offer/CAAP/Cornwall Parent Carers.
- The SENDCo holds coffee mornings to help keep parents informed and listen to any concerns.
- Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken.
- Regular face to face and telephone conversation with SENDCo to ensure progress is being made.

2

- Parent/carers are encouraged to contact the school with any query/concern at any time.
- Concerns are always heard and acted on.
- Parent/carers are encouraged to attend information sessions and workshops in order to support their child's learning. Information about these is shared in the newsletter or suggested to specific families.  
  
Phonics sessions for KS1 parent/carers  
  
Literacy, Numeracy & Dyslexia workshops for KS2 parent/carers.
- SEND Coffee mornings take place for parents of children on the SEND register.
- Termly SEND APDR progress meetings are held between the class teacher and parents. The SENDCo may attend. At these meetings parents views are listened to and recorded.
- A small number of SEND reviews are followed by TAC/TAF/PEP/CiC meetings.
- The SENDCo and classteachers are happy to talk to parent/carers at other times throughout the year.
- Parent views are collected through parent/teacher meetings and surveys.

1

- All parent/carers are actively encouraged to work in partnership with the school.
- There are numerous events throughout the year when families are invited to come to school and join in celebrating the children's achievements.
- The parents/carers of all pupils are invited to attend parent consultations twice a year in the Autumn and Summer terms.
- A progress report is sent home at the end of each term, with a detailed full report to parents/carers in the Summer term.
- Home School reading diaries provide a vehicle for general communication.
- Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise.
- School website provides information and sign posting for parents/carers.
- School website, weekly newsletter and Seesaw are used for reminders and general information sharing.
- Information sessions and parent workshops linked to Literacy, Numeracy, Phonics, and e-safety are provided at different times through the year.
- Early Birds Breakfast club is available to provide childcare before school.
- There are a variety of after school clubs and extracurricular opportunities available to pupils each week.

# The Curriculum

3

Children with SEND access the curriculum with adult support, scaffolding or modification as appropriate. Specialist advice is sought and recommended equipment and resources are used as directed e.g. daily exercises as advised by an OT. Children's interests and strengths are used to encourage engagement in their learning. The curriculum is adapted to meet individual need e.g. children may go to Riding for the disabled or take part in the Wave Project.

All children regardless of ability or need are included in all school activities, extra-curricular clubs and school trips. Specific needs are provided for on a one-to-one basis ensuring the needs of the individual child are met. Inclusion is important and provision is made so that children with SEND can always have access to school trips.

2

Through our rigorous tracking we identify pupils who need additional support/ specific intervention. Each topic area has been considered and curriculum leads have identified where and how the curriculum can be adapted for those with SEND. Children access curriculum enrichment opportunities. Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children.

Intervention tracking monitors progress of those children at risk of making less than expected progress. Small group intervention may include:  
Phonics  
Reading comprehension  
Spelling  
Numeracy  
Fine motor skills/handwriting  
Speech and language  
Social communication etc

1

The National Curriculum and Early Year's Framework are used and are designed to ensure all children can be included. We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, raise self-esteem and raise aspiration. All children have access to the curriculum with reasonable adjustments made as required. Tracking and assessment are used to inform planning

Barriers to achievement are identified early to allow effective provision to be put in place. All KS1 pupils access our phonics scheme. If children have not understood specific concepts in maths and English in the morning then they are reinforced in the afternoon. We use a topic-based approach catering for all different learning styles. Outdoor learning is encouraged throughout the school and Forest School experiences are incorporated into our curriculum.



# Teaching and Learning

3

Personalised and highly differentiated work is provided to enable independent learning.

Individualised targets are created through the assess, plan, do, review process. These are reviewed on a regular basis in class (between staff and pupil) and at least termly with parents.

Bespoke support packages are created for individual children (additional to and different from what is normally available in the classroom) The children receiving this level of support will have needs such as: speech and language, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties or any other difficulty or disability.

Individual targeted teaching following specific programme e.g SALT programme.

2

Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately.

Access to needs led small group intervention for reinforcement of concepts requiring over learning and/or pre-teaching of new concepts. This may be taken by the teacher or TA.

Sensory strategies are used for those needing input to be ready to learn ie proprioceptive input between lessons, brain breaks, resistance bands on chairs.

1

All lessons are carefully planned to include focused learning objectives, clear success criteria, different learning styles and differentiated activities.

The school is working towards being reaccredited with the 'Inclusive Dyslexia Friendly Schools' quality mark.

All staff have had training in Trauma Informed Practice

Children work in ability groups, friendship groups, pairs and independently during the school day.

One-to-one support may be put in place for the children with the greatest need. This resource is used carefully to ensure the children maintain as much independence and contact with peers as possible.

Explicit support is given to individual children on how they can develop metacognitive strategies in areas they find difficult.

Advice/Input from specialist teams or outside agency eg Educational Psychologist, teacher for the deaf/visually impaired.

Special test arrangements are organised as required.

Where a child needs specific, complex, ongoing support in addition to, or different from other children an application to the Local Authority for a needs assessment for an EHCP (Education, Health and Care Plan) may be made.

Where a child has an EHCP, targets will relate to their plan in order for them to make progress.

Where a child has an EHCP this will be reviewed at least yearly (or sooner if adults around the child feel it is necessary).

Children are screened for dyslexia.

Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task.

Access to technology such as floorbots laptops, iPad, etc.

Homework Club/ Teacher Tuition by invitation.

Literacy support tools available for those pupils who have traits of dyslexia.

All staff encourage children to use metacognitive practice i.e. using 'Ready, Reflect Review' in all of their learning.

Each class has a TA who supports the teacher by ensuring that all pupils can access activities to further their learning.

There is effective feedback to children - face to face and through marking.

Alternative ways of recording may be used.

Many strategies and equipment are available for all children. For example, pencil grips and coloured overlays.

# Self-help skills and independence

3

Additional adult support is used in a targeted way to help the child identify what help they need and provide strategies to empower them and promote their independence.

Provision of specialist equipment.

Necessary adaptations to environment.

Personalised task boards /timetables.

Personalised visuals eg timers, timetables, traffic

Lights, Now and next boards, working areas etc.

Individual Care Plan respecting the child's privacy.

Zones of Regulation and/or Five Point Scale are used to help with self-regulation.

2

Needs led adult support which encourages independence.

Visual prompts to encourage independent self- help skills.

Personalised equipment e.g. tinted overlays, pencil grips, ear defenders, resistance bands etc available to use when needed.

Supportive use of metacognition

1

High expectations for all pupils.

Provision an environment and resources which promote and support independent learning.

Good modelling of independent learning by adults and peers.

Opportunity for pupils to work independently and collaboratively.

Self-peer assessment.

Sensitive tracking by additional adults in class.

All children are taught strategies for self- help and resilience.

Strategies are taught to all children to help them plan, monitor, and reflect on their own learning, helping them to decide on what tools (both physical and mental) to use to complete a task. (This process is called Metacognition).



# Health, wellbeing and emotional support

3

An NHS Emotional Mental Health Practitioner is attached to the school and works with individuals or parents on identified issues.

School works closely with a range of outside agencies and contributes to TACs, Early Support Meetings etc.

Pupils with specific medical conditions have individual health care plans which are completed with parents.

Meet and Greet.

Individual and/or group Nurture sessions based on Thrive and Trauma Informed Schools Practice.

Medical support given to those pupils who require it on a daily basis and those pupils are encouraged to be independent in helping support their needs.

Additional support for pupils can be requested from:

CAMHS

School Nursing Services

Dreadnought

Penhaligon's Friends

Educational Psychologist

Speech and Language therapy service

Behaviour support

Social care

Early intervention programme

2

Action taken to ensure children can access relevant opportunities for curriculum enrichment such as providing transport.

School Nurse Team available for advice and support for families and school.

Support for families available through Family Information Service (FIS).

Pupils are voted onto the School Council on an annual basis, per class from Y1– Y6.

Staff are Team Teach trained as appropriate.

1

All staff are trained in trauma informed practice and emotional coaching.

School has a senior mental health practitioner and a trained mental health champion.

In Jan/Feb the whole school has a Wellbeing Day. Teams take part in different wellbeing activities throughout the day.

As a school we aim to develop the whole child.

Safeguarding a priority.

Appropriate child protection training including E Safety training has been undertaken by designated safeguarding lead, cover safeguarding lead and other relevant staff.

All necessary risk assessments are in place.

All children access PHSE.

Peer support is encouraged.

Majority of staff are trained in Paediatric first aid to ensure safety of the pupils.

Sex and Relationship curriculum is taught in all year groups using the Jigsaw Curriculum.

Safeguarding information clearly displayed.

School promotes healthy life style living through healthy food/snacks, physical activity, growing etc.

Access to extensive outside space.

Access to Breakfast and After School Clubs & activities.

# Social Interaction Opportunities

3

Individual adult support provided to encourage collaborative activities.  
Use of social stories with individual children to promote social skills.  
Pupils with dedicated TA time may need supporting during playtimes.  
Children with specific and complex needs may have social interaction opportunities included specifically into their curriculum.

2

Small group activities such as Circle of Friends/social skills group/THRIVE.  
School Council represents the views of each class from Y1 – Y6.  
Lunch time play ambassadors support inclusion on the playground.

1

School visits and camps.  
All children have opportunities for social interaction, regardless of need or ability.  
All children belong to a class with a named teacher.  
All teachers plan lessons that include collaborative working and social interaction.

All pupils are in a 'House Team'.  
All reasonable endeavours are taken to ensure all children can access visits and residential trips.  
School works in partnerships with other schools especially within the St Ives and Hayle clusters of schools.  
Extra-curricular clubs are available regardless of need.

# The Physical Environment

3

Specialist equipment to enable children to be independent e.g. tinted overlays/exercise books used to support pupils with dyslexic tendencies.

Advice followed from specialist teachers for children with sensory/physical needs.

Accessible toilet.

Parking bay for those with a blue badge.

Classrooms and corridors are made accessible for all pupils.

Ramped access to school premises at the main entrance of the building.

2

Access to quiet spaces outside.

Alternative arrangements for unstructured times e.g. lunch times.

1

All areas of the school on the ground floor are accessible to everyone including pupils with special educational needs.

Pupils feel safe in an environment, where bullying is absolutely minimal and dealt with effectively.

Named Dedicated Safeguarding Lead/Cover Safeguarding Lead.

Teacher's focus on rewarding good behaviour to promote a positive learning environment with clear sanctions used consistently.

Rewards and sanctions systems are robust and displayed around the school.

# Transitions

3

Individual and supported enhanced transition including extra visits with TA.  
Social stories can be utilised to help.  
Highly individual communication ensured.  
passport including photographs etc shared to new setting.  
Secondary school staff invited to year 5 and 6 annual review.  
Parents/ carers offered advice and support ahead of selection.  
Liaison provided by SENDCo with second setting during transitions.

Transition meetings for pupils with EHCPs take place a year prior to peers (or at other times as necessary) with SENDCo, family and other professionals.  
The SENDCo liaises with the Local Authority and family as appropriate.  
Where specialist provision is needed for a child with an EHCP a review is called and the SENDCo and parents work together to provide evidence to the LA that a different provision is needed.  
Pupils who struggle with transitions within the school day are supported on an individual basis to be prepared and make these changes with help.

2

Transition meetings are held between secondary SENDCo, Y6 teacher and our SENDCo to discuss needs and provision for children on SEN register.  
Enhanced transition opportunities for pupils in Y6 who may need additional support eg extra visits/learning mentor etc.

1

On site pre-school with comprehensive transition arrangements in place for entry into EYFS including transition afternoons and lunches in the summer term pre reception.  
Transition planning for all year 7 with local secondary schools (Hayle and St Ives).  
Transfer of all records between classes and settings.  
Timetabled meetings for focussed conversation between class teachers.  
In house transition day.