



## **Gulval School** **including Penwith Child Development Centre**

### **Our 'Local Offer' for Special Educational Needs and Disability (SEND)**

At Gulval School we offer a high quality, inclusive education for all pupils underpinned by the ALAT principals of 'Learn', 'Grow' and 'Prosper'.

Our exciting, creative and challenging curriculum is differentiated to meet the needs of all pupils and delivered through strong, quality first teaching.

The individual teaching and learning needs of each pupil is central to our vision. We aim to identify individual needs early and put in place support that is different and additional for those who need it.

In accordance with the SEND Code of Practice 0-25 (Sept 2014) we consider that every teacher at Gulval School is a teacher of children with special educational needs. We aim to raise the skills and training of all teaching and non-teaching staff so that our approach to Special Educational Needs and Disability is shared across the whole school.

Penwith Child Development Centre, a specialist pre school assessment provision for children with complex and long term learning difficulties is based on the school site. The school SENCo, CDC Lead teacher and the SEN support staff work together to provide assessment, intervention and learning support within the school.

[Link to SEN Policy](#)

[Link to Equality and Diversity Policy](#)

[Link to Access Plan](#)

Gulval School is a fully inclusive school. We are committed to supporting all the children in our care to develop and reach their full potential and to participate fully in an exciting and fulfilling school experience. The school uses a consistent, whole school approach to the identification, assessment and support of additional needs in order to alert staff and parents early to potential difficulties.

Following the early identification of pupils with additional needs, Gulval School operates a whole school approach to the management, provision and support of pupils. We provide a supportive environment and make available the appropriate resources and equipment to ensure full access to the curriculum. Using our best endeavours we make all reasonable adjustments to ensure children with disabilities are included in all aspects of school life including school trips, visits and expeditions.

Parents of children with additional needs are encouraged to work in partnership with staff including class teachers, SEN TA's, School SENCO and School Principal. For children with complex and long term additional needs, multi agency Team Around the Child(TAC) meetings based on the Early Support principles, may be helpful to coordinate support and to keep the needs of the child and family central to any decision making.

When the needs of a child cannot be reasonably provided from within the school's own resources an Education Health Care Plan (EHC) may be undertaken to provide additional resources. The school SENCO can support parents through this process and can direct them to additional independent support through Cornwall SENDIASS (Special Educational Needs, Disability Information Advice and Support Service).

## 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"> <li>• The views and opinions of all students are sought and valued.</li> <li>• Student voice is represented through the school council with school council members elected from each year group.</li> <li>• All children take part in individual mentoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are included in all consultations.</li> <li>• Small group meetings and consultations are encouraged to ensure all can contribute.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice is integral to all SEND reviews and meetings.</li> <li>• An advocate/mentor may support a student to voice their opinion in meetings.</li> <li>• Team Around the Child meetings are held for children with long term or complex needs.</li> <li>• Key word signing is taught to all pupils and staff to support communication needs.</li> <li>• A total communication approach is shared throughout the school in order to support the needs of individuals.</li> </ul>

## 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> 
<ul style="list-style-type: none"> <li>• An open door policy is in place throughout the school.</li> <li>• Parents and carers are actively encouraged to work in partnership with the school.</li> <li>• A Home/School agreement is in place.</li> <li>• Home/School books are in use as a vehicle for shared communication.</li> <li>• Parent Forum meetings are regularly held.</li> <li>• Parent consultations are held regularly throughout the year.</li> <li>• Parents are invited to share in events such as Expedition week, Fun Days, fundraising events etc.</li> <li>• School website and Facebook page is regularly updated with relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are encouraged to contact school at any time to discuss any concerns they may have.</li> <li>• Families are invited to attend information sessions relevant to the specific needs of their child.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carer knowledge of their child's strengths, difficulties and interests are shared and used to plan provision for the child.</li> <li>• Parents and carers are integral to SEND reviews and meetings.</li> <li>• Parents are invited to join in with school trips to support a child with specific needs.</li> <li>• SENCO or class teacher is available to support parents with completion of forms and documentation as required.</li> <li>• Parents are supported by the school SENCO or SENDIASS team if an EHC Plan is undertaken.</li> <li>• School is able to access a translation service for families if required.</li> </ul>

### 3. The curriculum

<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"> <li>• The curriculum is designed to ensure the inclusion of all pupils.</li> <li>• Barriers to learning and achievement are identified early to enable effective interventions to be put in place.</li> <li>• Opportunities are created for curriculum areas to be linked through a themed or topic based approach.</li> <li>• Regular assessments are made to track the progress of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum is differentiated in terms of planning and outcomes to meet the individual needs of pupils.</li> <li>• Small group interventions are needs led and take place promptly following identification.</li> <li>• Interventions are tracked to monitor the progress of those pupils making less than expected progress.</li> <li>• Specific assessments will be made to follow up the learning needs of vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND access a modified or adapted curriculum with individual support or additional resources.</li> <li>• Specialist advice is sought for those pupils in need of additional resources or adaptations.</li> <li>• Specialist equipment or resources such as AAC equipment, seating etc will be provided for children with identified needs.</li> <li>• Individual or small group support is available for pupils with specific needs.</li> <li>• In exceptional circumstances, and following discussion pupils may be dis-applied from some aspects of the curriculum.</li> </ul>

## 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> 
<ul style="list-style-type: none"> <li>• Consistent approaches apply across the whole school.</li> <li>• High expectations are made explicit to all pupils.</li> <li>• Lessons are well planned with clearly expressed learning intentions and success criteria.</li> <li>• TA's work effectively to identify and target necessary support in class.</li> <li>• Pupils learn through first hand, practical experiences.</li> <li>• Pupils have access to ICT.</li> <li>• Subject specific language is taught and used.</li> <li>• Gifted and Talented programmes are deployed.</li> <li>• A topic based homework programme is used throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning approaches are closely matched to the learning needs of the individual child.</li> <li>• Learning objectives are differentiated and matched to individual needs.</li> <li>• Intervention groups are used to address concepts which need consolidation or over teaching.</li> <li>• Small group are used for pre teaching of new concepts.</li> <li>• Pupil's access practical, first- hand experiences with support from TA's.</li> <li>• Subject specific language is pre taught in small groups.</li> <li>• Access to visual support, AAC or ICT is available.</li> <li>• EAL plans are developed as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is individualized and intensive support given to enable progress.</li> <li>• Advice is sought and acted on from specialist teachers and outside agencies eg EP., Autism Advisors etc.</li> <li>• Teaching and support staff are trained and skilled in a range of additional needs including: <ul style="list-style-type: none"> <li><i>Autism</i></li> <li><i>Dyslexia</i></li> <li><i>Dyspraxia</i></li> <li><i>Language and Communication difficulties</i></li> <li><i>Visual Impairment</i></li> <li><i>Hearing impairment</i></li> <li><i>Sensory processing difficulties</i></li> <li><i>Medical conditions</i></li> <li><i>Physical conditions</i></li> </ul> </li> <li>• Specific training is provided for staff and skills shared through Professional development meetings.</li> <li>• Access to visual support, AAC or ICT is available.</li> <li>• Alternative arrangements or test concessions may be sought.</li> </ul>

## 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"> <li>• High expectations are held of all pupils.</li> <li>• All adults model and uphold appropriate standards and behaviour.</li> <li>• Provision of suitable environment and resources to promote independent learning.</li> <li>• Mentoring is in place to support and reinforce independence and readiness for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Assistants support pupils in response to their needs.</li> <li>• Visual/verbal prompts are given to encourage independent self-help skills.</li> <li>• Use of social stories.</li> <li>• Task boards/Make a Deal resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults develop strategies to support and promote independence.</li> <li>• Specific resources and equipment may be used including: <ul style="list-style-type: none"> <li>• <i>Visual timetable/sequence strip to teach and reinforce independence skills.</i></li> <li>• <i>Now and Next boards.</i></li> <li>• <i>PECs</i></li> <li>• <i>AAC</i></li> </ul> </li> <li>• Multi agency support will be matched to need.</li> <li>• TAC meetings used to coordinate support.</li> <li>• Individual Care Plans in place where needed.</li> </ul>

## 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> 
<ul style="list-style-type: none"> <li>• Secure and supportive learning environment.</li> <li>• Staff have current Safeguarding training and awareness.</li> <li>• Safeguarding information clearly displayed in school and on parent notice boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Fun –Fit group</li> <li>• Individual plans for SEND pupils</li> <li>• Social stories</li> <li>• Draw and Talk</li> <li>• (Autism Champion)</li> <li>• Thrive training</li> <li>• (Nurture Group)</li> </ul>	<ul style="list-style-type: none"> <li>• Working with other agencies TAC/CAF</li> <li>• IEP/IBP</li> <li>• Individual Health/Care Plans</li> <li>• CAMHS</li> <li>• Music Therapy</li> <li>• Educational Psychology</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Community Paediatrics</li> <li>• Visual Impairment Service</li> <li>• Hearing Impaired Service</li> </ul>

## 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"> <li>• Pupils take part in activities in mixed age/ability groups e.g. 'houses'</li> <li>• Whole school trips, visits, expeditions.</li> <li>• After school clubs with mixed age ranges.</li> <li>• Children made aware of their multiple roles within family, class, school, community etc.</li> <li>• School works in partnership/collaboration with other schools.</li> <li>• Pupils are aware of the other groups sharing the school site i.e. GLL and PCDC</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast and After School Club</li> <li>• (Buddy System)</li> <li>• (Autism Champion)</li> <li>• Social stories</li> <li>• PHSE</li> </ul>	<ul style="list-style-type: none"> <li>• After school clubs are inclusive with additional support available if necessary.</li> <li>• Play Areas 'zoned' to accommodate range of needs/requirements.</li> </ul>

## 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"> <li>• School offers a positive, varied and accessible indoor and outdoor learning environment.</li> <li>• Outdoor environment offers opportunities for shared community projects and practical learning.</li> <li>• Pupils are fully aware of the fair and robust system of rewards and sanctions in place in the school.</li> <li>• Pupils feel safe in an environment where bullying is minimal and effectively dealt with.</li> <li>• Teachers and Teaching Assistants focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• All adults working in the school are trained in Safeguarding.</li> <li>• There are named 'Designated Safeguarding Officers' and a named 'Child in Care' teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• We use our best endeavours to make all areas accessible to those wheelchairs, buggies and mobility aids.</li> <li>• Adapted equipment is available to students according to need.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment enables some pupils to access learning opportunities independently.</li> <li>• Quiet/ 'chill out' areas are made available to pupils with sensory differences.</li> </ul>

## 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"> <li>• Comprehensive transition arrangements are in place between the onsite pre-school (Gulval Little Learners) and Foundation Stage group.</li> <li>• Parent meetings and home visits are held.</li> <li>• Induction meetings are held for parents.</li> <li>• Transition arrangements are in place for all Y6 pupils moving into Y7 in local schools.</li> <li>• Yr 6 pupils attend secondary 'taster' days.</li> <li>• All records are transferred between classes and settings.</li> <li>• Transition visits take place between classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional or different transition arrangements are made within or between schools according to individual need.</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits are held for PCDC pupils.</li> <li>• Parents are invited to visit the CDC and meet teacher and support staff.</li> <li>• Multi agency Developmental Clinics are held monthly for CDC pupils</li> <li>• Staff from other settings are invited to TAC meetings.</li> <li>• PCDC staff support transition of all pupils into local schools/pre schools.</li> </ul>

## Frequently asked Questions

**Below are some answers to possible questions you may have about the school. If your question is not fully answered here, please contact the school on 01736 364747 or at [secretary@gulval.cornwall.sch.uk](mailto:secretary@gulval.cornwall.sch.uk).**

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

Gulval School has an open door policy and parents are encouraged to contact the school at any time with any concerns, comments or queries. We aim to identify difficulties early through a system of continuous assessment, observation and monitoring and welcome the opportunity to share information with parents and carers.

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

Staff, parents and pupils have a shared commitment to achieving the best outcomes for children. Class teachers plan differentiated work to address the needs of all pupils. Progress is closely monitored and plans are constantly adjusted to ensure they always 'fit' the needs of the individual.

A Home/School agreement is in place to enable parents and staff work together to support pupils and parent workshops are offered to ensure parents are aware of current developments and teaching methods.

Pupils are encouraged to take responsibility for their own learning and are given regular opportunities to discuss progress with teachers through mentoring meetings.

*Parent's view: "Great Leadership!"*

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

All teachers differentiate their planning to ensure it matches the needs of individuals in their class.

Elements of challenge are introduced to stretch the more able pupil as well as those needing additional support. Opportunities are created to use the particular interests of children to support and engage their learning.

*Parent's view: "Positives:*

- *Children are given encouragement and enthusiasm.*
- *(School) builds the children's self-esteem and confidence."*

*Parent's view: "I am proud of my child and of the school for providing such exciting opportunities."*

4. How will school staff support my child?

School staff support children in many ways including pastoral support, mentoring, intervention groups and learning support. SEN support takes the form of a 4 part cycle following the general principles of:

- Assess
- Plan
- Do
- Review

This enables us to constantly review and refine the individual programmes put in place for pupils.

*Parent's view: "The whole school work together as one team."*

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

Gulval School has an 'open door' policy and encourages parents to contact the school at any time to discuss their child's education. Regular, parent consultations are held but teachers are happy to meet with parents at other times to share progress.

*Parent's view: "Thank you for making my son believe in himself."*

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

The wellbeing of children is key to their successful learning and development. At Gulval School we work in partnership with families to ensure basic needs are met and that our pupils are safe, secure, happy and ready to learn.

*Parent's view: "Breaking the groups up into split age teams helped to develop caring and encouragement."*

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

All staff attend regularly updated safeguarding training. Risk assessments are in place for indoor and outdoor environments and for specific needs.

*Pupil's view: "I am so glad I'm part of Gulval School and wish I could stay for longer."*

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

Specialist Services are accessed according to need. Penwith Child Development Centre is based on the school site and CDC staff work collaboratively with school staff to share experience and expertise. Speech and Language Therapists, Educational Psychologists, Occupational Therapists and Physiotherapists work with pupils with specific needs. The school also accesses support from the Autism Team and Behaviour Support Service.

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

In the past year staff have accessed training in a range of areas including Language and Communication, Makaton (Key word signing), Attachment, Autism awareness, Draw and Talk, Safeguarding, Children in Care, Early Support and SEN Reform.

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

Learning through adventure is an integral part of our curriculum and Gulval School makes every endeavour to include all pupils in activities and trips outside the classroom. Adaptations and adjustments are made when necessary and every effort is made to ensure all children are able to participate.

Parent's view: *"I feel the children are all able to get involved and the challenges cover everyone."*

Pupil's view: *"All of us work together to achieve our goal."*

11. How accessible is the school environment?

All areas of the main school building are ramped to make them accessible to all. The access policy is reviewed regularly.

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

Careful transitions take place at each stage of your child's school experience. Pupils moving from Gulval Little Learners to the Foundation Stage class have frequent and regular opportunities to visit the class and become familiar with the school environment and routines. At each stage within school, opportunities are created for pupils to visit and become familiar with their new class.

13. How are the school's resources allocated and matched to children's special educational needs?

Resources are matched to the needs of the children based on assessment, observation and monitoring. Most children are supported through the school's own resources. For a few children it may be necessary to apply for support through an Education, Health Care Plan.

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

Support will be allocated to pupils following assessment and discussion of needs between school staff, parents and other involved professionals. If an Education, Health Care Plan is required assessments will follow the EHCP guidance.

15. Who can I contact for further information?

Contact the school for further information ([secretary@gulval.cornwall.sch.uk](mailto:secretary@gulval.cornwall.sch.uk) or 01736 364747) or speak to the SENCO. Independent advice is available from Cornwall SENDIASS.

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

Please contact the school to speak to your child's teacher, SENCO or school Principal.

17. How and when is your local offer reviewed?

The Local Offer will be reviewed annually.