



Cusgarne Community School  
Cusgarne  
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Headteacher: Wendy Nicholls

### **Cusgarne School's Local Offer for pupils with Special Educational Needs and Disability (SEND) 2017-2018**

At Cusgarne School, we make the most of every moment. We have high expectations and foster an environment where everyone is valued. Our school aims are:

- To provide each child with a high standard of education in a caring and supportive family atmosphere.
- To address the needs of a growing child, where children are respected and valued as individuals.
- To challenge thinking and promote independence that embraces life- long learning skills.
- To help each individual child develop positive attitudes to learning and life through building self- confidence, self- esteem and self- discipline.
- To have strong partnerships with families and communities.

Our local offer for pupils with a special educational need or disability encompasses these aims and in addition, the staff and Governors will ensure:

- We identify and provide for pupils who have a special need including being more able or gifted and talented.
- We work with the pupils and their families to ensure specific needs are known.
- That the necessary provision is made for any pupil who has a special educational need.
- That these needs are made known to all who are likely to work with them.
- That all pupils are valued as part of our school community and adjustments are made wherever practicable so that they can access a full entitlement to the curriculum and school life.

Our Responsible Persons are:

Mrs Wendy Nicholls – Headteacher

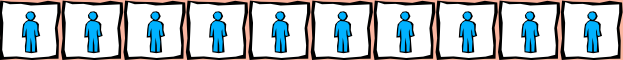
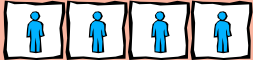

Mrs Marie Turner - SENCo

Mrs Sarah Childs – Governor with SEND responsibilities

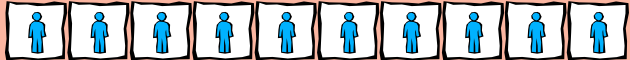


Contact can be made by telephone, email or letter to the address above.

## The levels of support and provision offered by our school

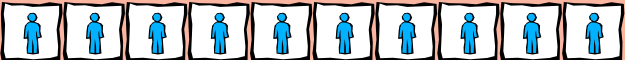
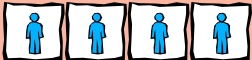

### 1. Listening to and responding to children and young people

<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>• Detailed planning and objectives for literacy and numeracy with differentiated outcomes for all groups.</li> <li>• Termly opportunities for parents to meet teachers for all pupils.</li> <li>• Suggestion boxes.</li> <li>• An elected School Council who meet regularly.</li> <li>• School Teams.</li> <li>• Learning and response partners.</li> <li>• A Buddy system for all new pupils.</li> <li>• Circle time within year groups and class setting.</li> <li>• Promotion of school values and respect for all so that pupils know they can approach any staff member.</li> <li>• Termly booklets plus weekly timetables displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• As with all of our pupils, SEND pupils have equality across every aspect of school life.</li> <li>• Small intervention groups encourage participation, communication and confidence.</li> <li>• Regular reviews between staff and pupils where feedback is valued.</li> <li>• Working with pupils and other providers, we offer and develop wider opportunities to different styles of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the needs of the pupil.</li> <li>• Pupil's views are an integral part of Team Around the Child (TAC) meetings and SEND reviews.</li> <li>• Pupil's needs are incorporated into personalised curriculums known as Individual Education Plans (IEPs).</li> <li>• Documentation is presented in a format that is accessible to the pupil.</li> <li>• Reviews and discussions following '1:1' work or gifted and talented work.</li> </ul>

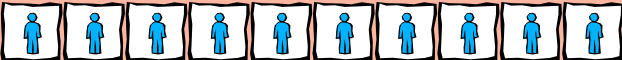
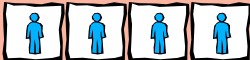

## 2. Partnership with parents and carers

<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>• We work in partnership with all parents and carers as explained in our Home School Agreement.</li> <li>• Termly parent/teacher meetings.</li> <li>• Staff on duty at the start and end of the school day to discuss any worries, concerns or share in successes.</li> <li>• Termly booklets sent home to families and a weekly newsletter published.</li> <li>• We use a reading diary whereby school and parents not only comment on the reading but other notes and matters are brought to each other's attention.</li> <li>• We have a strong family ethos and parents know that they are welcome to discuss any matters of concern.</li> <li>• We have a strong community cohesion and our PTA (Friends of Cusgarne) are valued and provide a much needed social support structure to our rural community.</li> <li>• We encourage volunteers to our school and involve families in our many activities.</li> <li>• We work with and can direct families to the Parent Support Adviser, Family Support Worker, Family Information Service, Educational Welfare Officer, School Nurse and other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend information sessions regarding supporting their children at home or with learning strategies.</li> <li>• Virtual sites such as 'Mathletics' and 'Reading Eggs' are available to support learning at home and are linked via our website.</li> <li>• Parents are able to contact school about any concerns face to face, by phone, by letter or by e-mail.</li> <li>• Awareness made of outside opportunities, which may benefit the social, educational, or skills of the pupil.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are invited to attend all TAC meetings and reviews where their opinions are taken into account.</li> <li>• All documentation is presented in a format that is accessible to parents.</li> <li>• We will feedback and report on a regular basis to parents and carers.</li> <li>• Report on and seek to encourage and engage in additional opportunities to further a skill set or talent.</li> </ul>

### 3. The curriculum

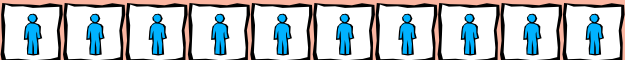
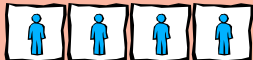

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• To deliver the National Curriculum, we access a range of resources that allows us to deliver the Programmes of Study that is broad, balanced, and accessible to all.</li> <li>• We embrace opportunities to use the wider community, locality and environment.</li> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• We value the pupil voice to enhance the curriculum and our activities.</li> <li>• Half-termly data tracking and progress meetings identify pupil progress and plans are made to put into place specific interventions where needed.</li> <li>• Teaching staff regularly monitor and evaluate these interventions to determine next steps.</li> <li>• We have a clear marking and assessment strategy, developed with the pupils to ensure their progress, understanding and areas of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of individual or group work as identified.</li> <li>• The intervention packages are adapted to styles of learning.</li> <li>• Use of learning and response partners aid pupil progress and helps with confidence.</li> <li>• Use of alternative providers to enhance the experience and education opportunities for the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary.</li> <li>• Specialist resources are available and used so that access to the subject is not restricted.</li> <li>• Use of network opportunities to develop skills such as gifted and talented workshops or specialist teaching courses.</li> </ul>

#### 4. Teaching and learning

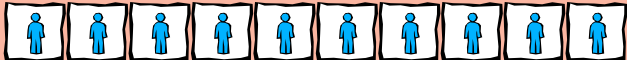
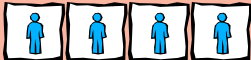

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• In lessons, there is a clear learning objective.</li> <li>• Our teaching and learning provision meets all types of learners (Visual, Auditory and Kinaesthetic).</li> <li>• Differentiated lesson planning to meet the needs of the class, including groups and individuals with opportunities to practice and deepen knowledge and understanding.</li> <li>• Marking and assessment strategy which encourages pupils to respond and their next steps are identified. This includes marking ladders and toolkits developed with the pupils.</li> <li>• We have a variety of working strategies.</li> <li>• Learning walls and displays promote independent learning and celebrate successes.</li> <li>• Well-resourced classrooms and learning materials, including on-line resources such as Mathletics.</li> <li>• The class timetable is available for both pupils and parents.</li> <li>• Termly booklet sent home to each family to explain the topic work for the term and hints on how to support and help at home.</li> <li>• Every class has at least 2 full time staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• Directed work programmes linked to Maths, Phonics and English.</li> <li>• Small group differentiated work.</li> <li>• Use of IT including I-Pads to improve communication skills.</li> <li>• Extension work to enhance and compliment the learning objective.</li> <li>• We use and review Individual Education Plans (IEPs) to inform targeted work and groupings.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 tuition.</li> <li>• 1:1 support in class.</li> <li>• Specific resources as needed including IT and Toe by Toe.</li> <li>• Diagnostic assessments to inform areas of need.</li> <li>• Awareness of and provision for pupils with visual impairments, hearing difficulties, medical and physical needs. Some of these needs are specific and adjustments are made including where the pupils sits during lessons.</li> <li>• We have a sound field amplified system.</li> <li>• Use of Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs) and reviews with other agencies as needed; for example, Speech and Language, Educational Psychologist and Autism Specialist.</li> </ul>

<ul style="list-style-type: none"> <li>• We have agreed school rules and in addition, each class discuss with the children the sanctions and rewards.</li> <li>• We have weekly celebration assemblies where we recognise achievements and the teams total their team points for the week.</li> <li>• Music is a part of our school life and is available to all pupils. Music lessons for individual instruments are available via the Cornwall Music Service Trust.</li> <li>• We participate in many sports and join with other schools for matches and events. We have equality for our pupils across the sporting disciplines and our Sports Premium Funding is reported separately (see our website).</li> <li>• Our library is open to all pupils and is well stocked – and well loved – by all of our pupils. A free choice of reading is encouraged to expand a love of reading and knowledge</li> </ul>		
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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> 
<ul style="list-style-type: none"> <li>• All pupils are encouraged to develop their independent learning skills.</li> <li>• The appropriate resources are accessible in all classrooms to promote independence.</li> <li>• We operate a 'Buddy' system where new children to the school are paired up with an older pupil. They help them find their way around the school and are a friendly face at break-times and in the lunch hall.</li> <li>• Pupils have learning partners in class so they can discuss ideas and ask each other questions.</li> <li>• The working walls in the classrooms show the key steps in learning.</li> <li>• Each class has a visible timetable so children are aware of the daily routine.</li> <li>• Our school ethos promotes that everyone is valued and that everyone has a voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have resources and personalised equipment to help them learn such as word banks and number squares.</li> <li>• Use of different apps with IT to aid and encourage those with different needs such as communication skills.</li> <li>• Every pupil has the opportunity to identify their next steps in learning and feed into their IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support through a 'buddy' or staff member to help develop skills needed to deal with day-to-day routines. Every small step is praised positively.</li> <li>• Pupils with a medical need know the staff members to approach should they need to speak on a personal matter.</li> <li>• We have a robust medical conditions policy and pupils with a particular need are made known to the adults in the school.</li> </ul>

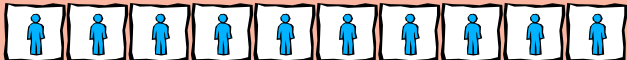
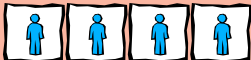

6. Health, wellbeing and the physical environment (accessibility, safety and positive learning environment).

<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>• All areas of the school are accessible but for obvious reasons some areas are restricted access.</li> <li>• Wheelchair access is available via a ramp into the school building but is limited due to the nature of the corridors in the old part of the school. The playground is set on a slope.</li> <li>• All staff focus on rewarding good behaviour and celebrate successes, which promotes a positive learning environment.</li> <li>• We have magnetic security locks on our external doors and visitor access into the school is restricted. A signing in and out system is in operation.</li> <li>• We take safeguarding seriously. Our staff, volunteers and other providers are all DBS checked and our school staff receive regular child protection training. We have a Designated Child Protection Officer, a deputy and a designated Governor whose responsibility is safeguarding.</li> <li>• The school ethos and school rules are displayed around the school and there are regular discussions in class circle times or assemblies.</li> <li>• We risk assess our activities including all activities or visits that take place away from the school premises.</li> <li>• We use licensed activity providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to specialist equipment or resources where appropriate, including use of IT and I-Pads.</li> <li>• Quiet areas are available.</li> <li>• Staff trained in fine/gross motor skills activities such as Fun-Fit.</li> <li>• Buddies and learning partners.</li> <li>• Circle time discussions and PSHE.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound field amplified system.</li> <li>• We make the best use of our limited space and do not leave a child to work in isolation or with an adult who is not DBS checked.</li> <li>• Adjustments are made to where a child sits if they have a particular need such as hearing impairment or visual loss.</li> <li>• Quiet areas are available for specialist activities such as Tacpac.</li> </ul>



<ul style="list-style-type: none"> <li>• There is at least one first-aider in every class.</li> <li>• Our equipment, including fire systems are checked annually or as directed by the Compliance Officer.</li> <li>• We have outdoor and sporting equipment to suit different needs, including sensory needs and those that develop gross and fine motor skills.</li> <li>• Referrals can be made and/or advice sought from outside agencies including the Educational Welfare Officer, Parent Support Adviser, Educational Psychologist, Speech and Language, Dyslexia Specialist, Autism Specialist, School Nurse, PSCO (for more information, please either speak to the Headteacher or refer to the FIS website).</li> </ul>		
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## 7. 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>• EYFS transition is well planned and takes place regularly and progressively. We organise and include our new children throughout the summer term before they join our school.</li> <li>• EYFS teaching staff visit pre-school setting, the home or childminder to aide transition where possible.</li> <li>• We have a 'Stay and Play' group for pre-school children and throughout their time with us, they are invited to our many events such as Sports Day, special assemblies and Christmas events.</li> <li>• There are strong links with the receiving Secondary schools and transition days are supported. We work with our cluster schools throughout the year so friendships are made.</li> <li>• 'Move up' times are arranged in the summer term for pupils to work with their new teacher and get used to their new classroom. As a small school, pupils know the layout of the school and all staff are well known to pupils.</li> <li>• Staff meetings are planned for transition to the next class, discussions take place about particular needs, progress, and new IEP's are written.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo and/or the class teacher liaises with Secondary schools and pre-schools to ensure all information is shared before transition.</li> <li>• Continued partnership work with the Secondary schools ensure good relationships and opportunities for Secondary school teachers to come into our school to lead some lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Where necessary, individualised transition programmes are put in place.</li> <li>• Parents meetings to discuss transition and to address any concerns.</li> </ul>

Thank you for taking the time to read our offer. This document sets out an overall picture of the provision we make at our school but we encourage you to visit Cusgarne School and discuss your child's particular needs. Throughout your child's time at our school, we will use a variety of assessments and monitoring exercises to determine the progress of your child. If any child is not making expected progress then we will investigate further including any barriers, which may be hindering their learning.