



GERRANS SCHOOL

Tregassick Road

Portscatho

Truro

TR25ED

Tel 01872 580442

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

Gerrans is a very small rural Primary School on the Roseland Peninsula. We are proud to be part of The Roseland Multi-Academy Trust. We see learning as being a never ending journey which continues beyond primary school into adulthood. On this journey, learners may travel on different modes of transport, making different stops on route on different tracks.

All learners are taught how to and encouraged to take ownership of their learning by identifying both next steps and potential barriers.

We like parents to share the journey of learning with their child. Being a small school, with an established staff, the needs and interest of every learner, is considered in curriculum planning, delivery and resourcing.

We aim to provide a curriculum which gives opportunity for practical engagement and real life experiences as well as learning environments which are both stimulating and safe.

We acknowledge that not every learner has the same needs and teaching is adapted to the learner, not the learner to the teaching.




We have strong transitional links with The Roseland Academy for all our pupils and build in additional transitional support where required.

Gerrans is an 'Inclusive, Dyslexic Friendly School'. Staff audit their level of expertise and are receptive to training and updating skills. We seek guidance from a range of experts in making assessments and planning provision.




Headteacher and Special Educational Needs and Disability Co-Ordinator is Julie Elvy

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"> • The views and opinions of all pupils are valued. • Pupil voice is represented in all aspects of school. • Each class has monthly pupil voice meetings • Pupil voice is heard through: <ul style="list-style-type: none"> Questionnaires Pupil conferencing Written and oral feedback on learning 	<ul style="list-style-type: none"> • Pupils with SEND have equal opportunity to be part of consultation groups • Pupils are involved in setting and reviewing their ISP targets • Additional provision is developed in light of pupil voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil where appropriate. • Pupils' views are an integral part of TAC and SEN progress meetings • All documentation is presented in a format that is accessible to the pupil and family.

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"> • Gerrans School works in partnership with all parents and carers and often other family members. • All parents and carers are invited to attend parent meetings. • All parents and carers have access to staff members at the beginning and end of each school day, allowing for verbal dialogue daily. • Attainment and progress is shared with parents and carers termly. • Parents and carers know exactly who to contact if they have concerns. • We produce a regular newsletter. • School Facebook updated regularly. • The virtual learning environment and website enables parents and carers to understand more about what their young person is learning. • The school shares a Parent Support Advisor with other cluster schools. • All families are invited to attend information sessions re supporting their young person at home e.g. parenting skills, literacy and numeracy skill, e – safety. 	<ul style="list-style-type: none"> • Parents are kept up to date with progress against specific ISP targets through termly meetings. • Families are invited to attend extra-curricular clubs and activities where appropriate. 	<ul style="list-style-type: none"> • Parents/carers are supported in attending, and actively involved in, all TAC meetings and reviews. • Parents/carer's views are an integral part of TAC meetings and SEN reviews. • Parents are involved in evaluating impact of provision. • All documentation is presented in a format that is accessible to individual parents.




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| <ul style="list-style-type: none">• Parents are able to contact the school re concerns at any time.• Parents are encouraged to become learning partners sharing the learning of reading, phonics and number | | |
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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"> • The curriculum is designed to ensure inclusion of all pupils. • All pupils regardless of their ability and / or additional needs have full access to the curriculum. • All pupils are encouraged to become independent learners. • On-going assessments take account of all learning styles. • Learning objectives are clearly stated and success criteria are differentiated. • All pupils self evaluate their learning and progress against SC throughout lesson. • Learning objectives are phrased 'I am learning to ...' • Gold and Pink system of marking is very visual for all pupils. Golds=SC achieved. Pink- for think – how further progress can be made • Curriculum statements and P levels are analysed. • Numeracy and literacy resources are freely accessible during all lessons. • Pupils learn independently, in pairs, in groups as a whole class. • Talk time with partners is encouraged 	<ul style="list-style-type: none"> • Intervention packages are bespoke and needs led • The progress of pupils taking part in intervention groups is measured on a regular basis. • The intervention group or 1:1 provision is adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> ➤ WRI ➤ Number ➤ Social skills ➤ Handwriting ➤ Memory skills ➤ Sensory • Access to alternative methods for recording. 	<ul style="list-style-type: none"> • All pupils are given appropriate support to access the curriculum sometimes with adult if required. • Exceptional circumstances disapplication from statutory testing. • On-going review of ISP. • Multi agency meetings. • Personalised timetables • Home/school communication.




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| <ul style="list-style-type: none">Both classes are well supported by teaching assistants for both academic and emotional needs. | | |
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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"> • The whole school uses a 'dyslexia friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils. • The school is accredited with 'Inclusive, Dyslexic Friendly School Status'. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Teaching assistants / class teachers work with small groups to: <ul style="list-style-type: none"> Ensure understanding Facilitate learning Foster independence Keep pupils thinking about their learning • If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher • Planning is shared amongst teachers and TAs • Independent pupil learning is supported by the use of ICT, for example: <ul style="list-style-type: none"> Laptops, chrome books, voice activated typing 	<ul style="list-style-type: none"> • Additional visual clues and guidance as required. • Individualised questioning • Special arrangements in place for statutory testing • Homework support is available 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning • Support is in place for pupils who need more intensive support: e.g. for those with physical disabilities, medical need, sensory loss, speech and language, autism, severe literacy difficulties. • Outreach from Specialist provision

<p>Differentiated success criteria are displayed</p> <ul style="list-style-type: none"> • Learning objectives are displayed and discussed 'I am aiming to... • Pupil/Teacher response policy is adhered to • Personalised and differentiated work is provided enabling independent learning. • Daily phonic activities groups set by ability • Regular learning opportunities off site • 'real life' experiences used • High expectations made explicit • VAK multi-sensory teaching approaches • Literacy/Numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed 		
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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"> • Literacy and numeracy resources freely accessible for all. • Assessment for Learning • Resources clearly labelled with words and visual clues • Adult modelling of expectations and interactions • Regular PSHE • Constant routines and behaviour expectations • Team point rewards • Headteacher awards at end of week • Achievements celebrated in assembly and publically on newsletter 	<ul style="list-style-type: none"> • All adults facilitate independence • Specialised equipment such as overlays, talking tins, timers • Access to PSA • Memory training intervention 	<ul style="list-style-type: none"> • TAC, Early support meetings are attended by range or agencies • Boxall profiling • Intimate care plans following advice from professionals • Now and Next boards • Individual timetables • Additional support is shared to build resilience in the young person, so that they have self –coping strategies when a situation becomes challenging.


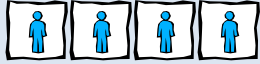

6. Health, wellbeing and emotional support

<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"> • School operates on values rather than rules. 'Rules can be challenged, values can be respected.' • PSHE lessons include all pupils • Positive learning environment with excellent staff role models. • Mixed aged classes support the emotional needs of all pupils. • Pupils and parents have access to school nurse. • Bereavement counselling is available through Penhaligans Friends • Variety of after school clubs • Risk assessments • Trained staff first aiders • Pupil issues dealt with by trained staff • Sporting events encourage resilience and perseverance 	<ul style="list-style-type: none"> • Base available for 'time out' and 'cool down' time • Time limited and monitored groups address <ul style="list-style-type: none"> Self esteem Social skills Life skills Anger management • Access through cluster to multi skill sports events to aid resilience 	<ul style="list-style-type: none"> • TAC, Early support meetings are attended by range of agencies • Boxall profiling • Additional support for pupils can be requested from: <ul style="list-style-type: none"> CAMHS Social Care White Gold • Pupils with specific medical conditions have individual health care plans • Individual risk assessments.




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"> • All students are encouraged to have a balance of social interaction regardless of need. • All pupils are taken on trips and visits • All pupils are expected to interact socially and appropriately at the lunch table. 	<ul style="list-style-type: none"> • PSA provides opportunities for additional social interaction opportunities • Additional transitional opportunities 	<ul style="list-style-type: none"> • PSA or TAs use social stories with individual pupils

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"> • All areas of school are accessible to everyone on one level. • Pupils feel safe and in an environment where bullying is not tolerated • Classrooms are well lit • Accessible toilet • Stimulating outside areas • Appropriately sized furniture • Named Safeguarding Officer and named Child in Care teacher. • All areas of school are uplifting, positive and support learning. • Teachers focus on rewarding good behaviour and promote a positive learning environment. • Water available • Library 	<ul style="list-style-type: none"> • Non slip, no breakable equipment. • Adapted PE equipment 	<ul style="list-style-type: none"> • Adjustable chairs available from OT for dining hall and classroom • Specialist equipment • Specialist communication aids

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"> • There are strong links with other Roseland primary schools and The Roseland Academy • Pupils visit TRA regular • TRA staff visit Y6 pupils and parents • Taster days for Y6 to TRA • Taster days into Nursery • Transition information shared between Gerrans and TRA staff • Nursery invited to attended full days in summer term • KS1 links with Portscatho playgroup 	<ul style="list-style-type: none"> • Additional transitional support for pupils who have been identified KS1-2 KS2-3 • 'Buddy' system in place for vulnerable pupils during transition including on bus • Strong communication with TRA Wellbeing team • Communication passports 	<ul style="list-style-type: none"> • SENCO from TRA attends AR of Y6 pupils. • Structured and integrated transition package • 1:1 or small group transitional visits • Advice from other agencies • Individualised photo maps