



Nansloe Academy

SEND Information Report July 2021

Nansloe Academy is a part of Aspire Multi Academy Trust since July 1st 2021. Nansloe Academy is a single form entry school with level access to the whole site. Whilst we do not have any wheelchair users at the moment we have had both a pupil, a volunteer helper and a member of staff who were wheelchair users. Over the last few years we have had several pupils with Severe and Complex Needs, at the present time we have six children with an EHC Plan and a further child for whom an application has recently been made. In addition, we have children who have dyslexia, as well as those who are less able in areas of learning such as Literacy or Numeracy. We also have children with diagnoses of Autism or who are awaiting assessment or who show strong autistic tendencies in some areas as well as a child with Cerebral Palsy and several with hearing loss. One of our Teaching Assistants is now designated a Learning Mentor. Her role being to act as a link between parents and the school. In addition, the Learning Mentor is also trained as an Autism Champion and is able to offer additional support to pupils, parents and staff. We also have a TA trained as a Dyslexia Champion to work in a similar way to the Autism Champion, supporting pupils, parents and staff with areas relating to Dyslexia. We have a teacher and teaching assistant trained to deliver a "Trauma Informed Schools" approach through work with individual children, groups and school wide, as well as providing on-going training to the whole school team.

The SENDCo follows a pro-active multi-agency approach. This includes twice-yearly multi-agency planning meetings where we can discuss the next steps needed to further the learning outcomes for our pupils. In addition, we are keen supporters of multi-agency working and are happy to engage with the CAF/TAC process, with our SENDCo taking the Lead Professional Role when this is appropriate.

We have a large number of pupils who are from Service Families and attempt to support them as much as possible; as part of this support we attend multi-agency meetings at Culdrose Community Centre and are part of the MKC HEROES organisation, a club for military children. We have a measure of TA support time designated to the role of MKC Heroes co-ordinator.

We engage with all aspects of Equality and Diversity issues, seeking help and advice as appropriate to inform our planning for our Single Equality Scheme.

Note: The following represents our provision in normal circumstances. COVID 19 and consequent school closure/partial opening has required an adjustment in some of the provisions listed below. For example, the SENDCo worked remotely to support parents of children with

Date: July 2021

SEND/EHCP during the crisis, undertook remote Annual Review meetings, meetings with professionals and parents etc. Appropriately differentiated and/or specialist resources were provided to support parents with home learning for children with SEND. Well-being was monitored through regular email or telephone contact with class teachers, SENDCo, administrative staff and senior leaders as required.

Responsible person




The Special Educational Needs and Disability Co-ordinator is Mrs Ann Webb and she can be contacted using the details below.

Telephone: 01326 572966 Email: Ann.Webb@nansloe.org.uk




The Aspire Inclusion Lead is Evelyn Kyne and can be contacted via email: Evelyn.Kyne@iaspire.net

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"> • Planning reflects pupil's ability and interests • The views and opinions of all students are valued • Student voice is represented in all aspects of the school • Student voice is heard through: <ul style="list-style-type: none"> - questionnaires - School Council - pupil conferencing - pupil response to marking • Circle time is used for children to discuss worries and concerns. • Assemblies feature "talk time" which is an opportunity to discuss issues together 	<ul style="list-style-type: none"> • SEN pupils are included in all consultation groups • Additional provision is developed in light of student voice • Nansloe runs a variety of after school clubs that children have the ability to plan and influence • Vulnerable children have access to the TIS Hub room at lunch time, where they are able to discuss any problems or needs with TIS trained staff 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil • Pupils are at the centre of SEN Reviews and TAC meetings. Nansloe fully engages with the CAF/TAC process • We operate a 'Worry Box' system where children can share their concerns and adults can follow these up with any necessary actions • Learning mentor is able to meet with individuals to follow up any specific worries or concerns 1:1 • One to one counselling through CHALK or CLEAR is provided for children in need along with TIS support. • Our Military Welfare Officer supports individual children as needed.




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"> • The school works in close partnership with parents and carers • Parents and carers are invited to attend parents meetings in the Autumn and Summer Terms • An 'Open Door' policy where parents are welcomed and encouraged into the school • Nansloe has a monthly newsletter to keep parents informed of school news and new initiatives • Parent volunteers are welcome in to the school to hear readers or support in class, in accordance with our policy • We offer before school provision through our Early Bird Club, and after school provision through our Squirrels Club. These are all managed by the school rather than outside providers 	<ul style="list-style-type: none"> • Families are invited to attend information sessions which provide information on supporting their children at home • Children classified as SEN Support are offered a termly parent teacher consultation to discuss, set and review individual targets and receive a copy of their child's provision map. • Where appropriate, TIS sessions are run for parent and child together. • The SENDCO is available to meet with families as required. 	<ul style="list-style-type: none"> • Parents and carers are encouraged to attend SEN reviews and TAC meetings – where their views form an integral part of the meeting • Parents are invited in to hear feedback from professionals eg Educational Psychologist. • All documentation is presented in a parent friendly format • Those parents with specialised needs are supported by trained members of staff, e.g. our Autism Champion, Dyslexia Champion. We support parents with access to training courses aimed at them and attempt to encourage parents with similar interests to attend these courses together • Parents of children with SEN are invited in to meet with the SENDCo as appropriate, and she is available to meet at their request. Parents are kept informed of targeted work being undertaken with their children

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 the inclusion of all pupils • Termly tracking and pupil progress meetings identify pupils who need specific support or interventions • Assessments are used to identify students who need specific interventions • We ensure a broad and balanced curriculum, with a whole school focus on the development of learning skills and habits – our Nansloe Learning Powers. • Regular pupil progress meetings are held every term to identify any children in need of additional support or intervention • A provision map is drawn up for each cohort each term. This details areas of focus to meet identified whole class needs, as well as targeted learning plans for groups and individuals. 	<ul style="list-style-type: none"> • Intervention packages are bespoke and needs led • The progress of students taking part in intervention groups is measured on a regular basis • The intervention packages are adapted in light of student progress and to take advantage of staff areas of specialism eg dyslexia • Small group intervention includes: <ul style="list-style-type: none"> - literacy – reading, phonics, comprehension, spelling, writing - handwriting - numeracy - speech and language - social skills - Sensory - Fine and gross motor skills 	<ul style="list-style-type: none"> • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate e.g. through hearing loop. • Careful differentiation includes the use of multi-sensory, outdoor learning, kinaesthetic and practical activities for pupils with individual needs. • There is a focus on enabling the child to access learning eg through the provision of sensory breaks, additional visual resources etc.

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"> • We adopt an evidence based approach to teaching and learning. • Lessons have clear objectives that are shared and discussed with pupils. These relate to the learning as well as the essential learning habits we wish to develop. • VAK range of teaching and learning styles • In-class differentiation of work/differentiation of outcomes for activities • Work is regularly marked in accordance with the schools marking policy, strengths and next steps are identified • Non-written tasks: recording, typing, photographs, drawing, Teacher/TA scribing • Pupils receive feedback on their 	<ul style="list-style-type: none"> • Comprehension Groups • Precision Teach • Thrive • Speech and Language • Socially Speaking • Time to Talk • Fun Fit • Phonics Groups • Sensory Club/sensory breaks • Counselling services 	<ul style="list-style-type: none"> • Braille Software and assistive technology, access to VI library service. • Controlled acoustic environment where needed; wave sound system. • Pencil Grips • Speech and Language Support • Targeted phonic intervention • Thrive • Sensory groups, provision of appropriate resources eg Posture Cushions • Specific individualised reward charts • Timeout Space • Fidget Toys • Individual spellings/homework • 1:1 TA support during taught sessions • Coloured reading rulers/paper • 1:1 reading • 1:1 Writing Support • Support from outside agencies (Behaviour Support, Speech and Language, CAMHS, ASD Team, Educational Psychologist, CLEAR and CHALK counselling) • Dyslexia friendly books

<p>assessments and progress</p> <ul style="list-style-type: none"> • Working/learning walls and displays • Access to learning support materials – word lists/mats, number lines, 100 squares, IPad, dictionaries etc • Use of concrete equipment in numeracy • Visual timetables • Adult support and position in class – Teacher and TA • Whole school behaviour systems in place and weekly celebration assemblies • House teams • Individual rewards and praise – positive reinforcements • Teachers and TAs receive regular and up to date training • The Senior Leadership Team carry out regular learning walks and classroom monitoring visits to ensure high quality teaching and learning is taking place • Children are taught how to be good learners and there is a whole schools focus on The Nansloe Learning Powers – Readiness, Responsibility, Resourcefulness, Resilience, Relationships and Reflectiveness) 		<ul style="list-style-type: none"> • Dual language resources • Multi-sensory task frames
--	--	--

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"> • Students are encouraged to be independent • Students have access to literacy and numeracy resources to support them in lessons • Students are encouraged and rewarded to take responsibility for their belongings • Our Learning Powers promote self-help and independence (Be Ready, Be Resourceful, Be Resilient, Take Responsibility, Build Relationships and Always Reflect) • School Council • Weekly Learning assemblies that focus on our Learning Powers and other key self-help and independence goals e.g. emotional regulation and brain chemicals • Whole school Thrive approach to social and emotional development • Readily accessible resources; tidy well-organised classrooms and learning spaces 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence • Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers • Dyslexia friendly resources are available in every classroom as appropriate to age and stage • Students in need of support with social and self-help skills can access support through interventions such as socially speaking and time to talk • Trauma Informed Schools Approach 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with students 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, etc. • Specialist advisors come into school to support children with complex needs to gain self-help and life skills • Trauma Informed Schools Approach • Task frames, visual timetables




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"> • Our Learning Powers approach which includes whole school assemblies • PSHE lessons include all students • Pupils have access to a school nurse on a referral basis • Risk assessments and safety policies are in place to ensure all children are safe within the school and whilst on trips • Resilience is promoted through competitive sports events available to all and through opportunities to debate issues and maintain a point of view under challenge. • We offer the Universal Free School Meals to all Key Stage One children and encourage children in Key Stage 2 towards healthy eating • We offer fruit to all pupils every day and milk is available for all children at lunchtime • We offer the Worry Box system for children to share their anxieties, and will seek to obtain support should this be indicated • Open door policy for parents 	<ul style="list-style-type: none"> • If appropriate intervention groups to help self-esteem issues are available • Bereavement counselling can be sought upon request • Where a child has a particular health issue we will endeavour to share relevant information and to discuss that child's needs with classmates to allay feelings of anxiety or confusion, e.g. where a child has an ongoing medical condition such as diabetes • There are strong transition systems in place to reduce anxiety when moving classes or school settings • TIS/ counselling/ pastoral support is available as needed. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies • Additional support for pupils can be requested from: CAMHS; social care; youth centres; Dreadnought; Penhaligan's friends • Students with specific medical conditions have an individual health care plan • Support Staff undertake training as appropriate to be able to support children with specific health needs, e.g. Manual Handling • TAs support children with specific needs eg physiotherapy under supervision from outside agencies. • TIS • Individualised support for children




Date: July 2021

<ul style="list-style-type: none">• Three of the Senior Leadership Team are trained in Safeguarding to Designated Person level• As part of our commitment to integrated working we welcome visits from outside agencies such as School Dental Service and the School Nursing Service• The majority of our staff are paediatric first aiders• Whole school TIS approach including class TIS targets.• Whole school focuses to support personal development eg How to build positive friendships.		struggling to access school.
---	--	------------------------------




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 have opportunities for social interaction, regardless of need • All students belong to a house team • All students are invited on trips and visits • School council and learning assemblies where talk is a focus • Visitors from the community are welcomed into school • Nansloe Academy offers a range of extra-curricular activities, provided by staff at no extra cost to families. These include ICT Club, Hi5, Cricket, Gardening, HMS Heroes, as well as a number of targeted Revision Clubs • Classes all have 'Talk Rules' for encouraging good interactions and cooperation in class and around the school • Children have roles and responsibilities • Special days eg World Book Day when we work in mixed age groups. • Opportunities to work with children in other classes eg paired reading. • Older children support younger children eg in the lunch hall or as playground pals. 	<ul style="list-style-type: none"> • Play time pals/buddies are available to support children at play times • Social skills groups • TIS room available for children finding playtimes challenging. • Fun fit • Sensory club 	<ul style="list-style-type: none"> • Additional support for pupils can be requested from: CAMHS; social care; youth centres; dreadnought; Penhaligan's friends • We have a member of staff who is trained as an Autism Champion who helps to support those children who either have a diagnosis of ASD or who may display ASD tendencies • TIS • One to one support with developing social skills and interaction with peers eg at playtime.




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 the school are accessible to everyone including those students with SEND • Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively • There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) • All areas of the school are well-maintained, uplifting, positive and support learning • Teachers focus on rewarding good behaviour to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school • All staff have completed their online e-Safety training and this has been offered to parents • Pods provide a safe, calm space for any child who needs it. • Learning walls foster positive social skills, behaviour and attitudes to learning. 	<ul style="list-style-type: none"> • There are staff trained in 'Team Teach' • We have specialist outdoor areas for both the Nursery and the Reception classes, which include a covered area, willow structures, sand and water play and space to use large outdoor toys and vehicles • In addition, the school has a Story Garden, which acts as an extension to the Key Stage 2 Library and a Learning Area where all members of the school can work on ideas stemming from our "Improving Writing through Storytelling" work • We are developing our school grounds to extend opportunities for quality physical play and outdoor learning. 	<ul style="list-style-type: none"> • Nansloe has had pupils and staff who have been wheelchair users. We have an enabled facility which includes a hoist and a table for personal care • At times, like all schools, we have faced dealing with children who might be on walking frames or crutches after accidents • We have at present one child with cerebral palsy who requires support with mobility. We also have a child with chronic pain syndrome who requires additional physical support.

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"> • We have an onsite Nursery and therefore strong links between Nursery and Reception enable children to make a smooth transition • We have strong links with other Nursery providers and the Reception Teacher visits the children in their Nursery before transitioning across to Nansloe • EYFS transition is well planned and takes place regularly and progressively • There are strong links with the receiving Secondary school. Pastoral leads identify pupils who may need extra support • Taster sessions happen throughout the year and in a variety of curriculum areas • 'Move up' morning across the school allows all pupils to work with their new teacher • Staff meetings are planned in for staff to share information as children move to the next class/year group/school • As a military school we have high rate of migration, and have systems in place to ensure effective communication as children from military schools move. 	<ul style="list-style-type: none"> • SENDCo liaises with Secondary schools and pre-schools to ensure all information is shared before transition where possible • Additional group Year 6 Transition is planned for more vulnerable groups of children or children who are feeling anxious over the move 	<ul style="list-style-type: none"> • Where necessary, individualised transition programmes are put in place eg continuation of counselling sessions from one setting to the next with familiar adult; enhanced opportunities to access the new setting when fewer children are present, opportunities to spend time with new staff, provision of Social Stories etc.

10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Our evidence based approach to school improvement and staff training ensures a focus on those areas which are proven to make the greatest difference. We have an on-going in-house training programme for all Teachers and TAs, delivered by our Deputy Head and SENDCO and Assistant Head/TIS practioner. • Subject Leaders will attend outside training in their fields and then deliver targeted training; for example for Phonics and Mathematics • The majority of our team have a Paediatric First Aid qualification, and these are reviewed and updated regularly • All in-service training is logged and each member of staff has an ongoing folder showing their attendance on courses • Safeguarding training is reviewed via the Annual Safeguarding Audit, and the Designated Officer delivers training in house at regular intervals in accordance with the guidelines. This includes Esafety training which is also offered to parents. 	<ul style="list-style-type: none"> • Our SENDCO has completed SEND Qualification, Masters Level Degree and NPQH. Another member of SLT is SENDCO trained. We have two members of staff who have achieved the Middle Management training with the NCSL. • Several of our Teaching Assistants are undertaking/have completed degree level qualifications in their own time. • Our Learning Mentor has undertaken Autism Champion Training, and we have a Teaching Assistant who has followed a training programme in Speech and Language work • Our Dyslexia Champion engages in regular training • One of our teachers is a qualified outdoor leader. • One teacher has a level 6 PE qualification. 	<ul style="list-style-type: none"> • When we have a child who requires specialist help we try to ensure that TAs and teachers working with those children have as much support and training as possible. • When we have had children who are wheelchair users we have had regular manual handling courses for staff to ensure both their safety and the wellbeing of adults working with them.

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Locality Team	Support children and parents through the Children's Centres, ES and Early Help programmes	01326 564760
SEND Team at Cornwall County	Support children with SEND and their parents and schools	0300 1234 101
School nursing service	Support children, schools and families over health issues	01326 430 315
Speech and Language Therapist	Assess children with Speech and Language issues, deliver programmes which can be worked on at home and in school	01326 430310
Sensory support service	Support for children with visual impairment.	01209 616996
Community Children's Occupational Therapist	Assess children with a range of concerns and suggest ways to help them with physical and sensory issues	01872 253886
Educational Psychologist	Offer advice and support to the school in identifying pupils with additional needs and supporting the school to plan additional intervention for these pupils	01872 324242
Dyslexia Support Service	Identify pupils with dyslexia and offer support for schools and parents in how to best support the pupil	01872 324242
Autism Spectrum Advisor	Support for children with an ASD diagnosis including advice for staff.	01736 336891
CHALK	Schools Counselling Service	07828 482722
CLEAR	Domestic Abuse Counselling service for schools.	01872 261147

12. Pupil progress

Pupil progress is monitored termly in a range of ways, through various pupil assessments. Any pupil who is not on track to meet their end of year expectations or who has made no progress is discussed during Pupil Progress Meetings. These meetings take place with the Class Teacher, Deputy Head/SENDCo or Assistant Head and additional support for these pupils is discussed and put in place. Decisions about intervention and SMART targets are recorded on a termly Individual Learning Plan for each child and adjustments to whole class or group provision are recorded on a termly provision map. Class Teachers also meet with parents to inform them of their child's progress and how we propose to support them in school. They are able to discuss ways the parents can help and parents have also got the opportunity to make an appointment to speak with the SENDCo, should they wish. We adopt an "open-door" policy and encourage parents to share their thoughts and worries promptly in order to ensure the best provision for their children.

13. How we know how good our SEN provision is

Pupil progress during interventions is monitored closely and the effectiveness of interventions is monitored by the SENDCo. Interventions that are not having the desired impact are altered or adapted to improve their success. If the intervention is still unsuccessful the SENDCo will consider a different intervention or approach. Progress is also monitored in TAC meetings and Annual Reviews.

14. If you wish to complain

In the first instance we would suggest an appointment to speak to the SENDCo or Head Teacher as most issues can be resolved in this way. We also have an Aspire Inclusion Lead. The Inclusion Lead is Mr Evelyn Kyne, who can be contacted via email:

Evelyn.Kyne@iaspire.net .

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>