

# Plymstock School – The Local Offer

At Plymstock School we believe it is essential to provide a well-balanced, challenging and inclusive curriculum to ensure all our students make the best possible progress whatever their needs or abilities. We are committed to ensuring that all students, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our approach is based on **Quality First Teaching (QFT)** and a **graduated approach to Special Educational Needs and Disability (SEND)**. Our **Local Offer** should be read in conjunction with the **Plymouth Local Offer**.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to students.

The specific objectives of the **Special Educational Needs and Disability (SEND) Policy** are:

- **to identify** students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities are able to **be included** in all the activities of the College
- to ensure there is an **effective dialogue** between the College and parents/carers regarding their child's special needs
- to ensure that **students express their views** and are fully involved in decisions which affect their Education
- to promote effective **partnership** and involve **outside agencies** when appropriate

**The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:**

1. **Communication and Interaction (C&I)** e.g. Autistic Spectrum Condition (ASD)
2. **Cognition and Learning (C&L)** e.g. Specific Learning Difficulty (SpLD)
3. **Social, Emotional and Mental Health difficulties (SEMHD)** e.g. ADHD and ADD
4. **Physical and/or Sensory Needs (P&SN)**

Please note: SLCN (Speech, Language and Communication Needs) as a secondary need can occur within any of these categories.

## SEN register

Students on the SEN register will have an Education, Health and Care Plan (EHCP) or SEND.

At **Plymstock School** our **Learning Support Department** is organised in a structure around the four areas of SEND need.

Students will be identified by their primary area of need. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category\*. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time and this will be reflected in students' IEPs.

The code states that:

\* *“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”*

To ensure that staff are aware of which students have SEN, the information is available on the internal school network. Each of the students on the SEN lists has an **Individual Education Plan (IEP)**. The IEP is usually written by the SENDCo (SEN and Disabilities Coordinator) in consultation with students, parents/carers and teachers. It may also involve consultation and advice from external agencies.

### Categories of SEN need:

1. **Education, Health and Care Plan (EHCP)** – the needs of these students go beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and may include appropriate evidence based interventions.
2. **SEND** – the needs of these students go beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and may include appropriate evidence based interventions.

In addition to the SEN register we have a pre-SEND student watch list. Teachers are made aware of these students and their needs but they are not on the SEN register.

3. **Pre-SENDS** – the needs of these students are met from our universal provision (Quality First Teaching), however there is some requirement for differentiated approaches and personalised teaching. Such requirements are modest and recorded on our internal school network and available to staff through SIMs.

SEND support in school is based on a graduated approach – Assess, Plan, Do, Review. The IEP and targets agreed are reviewed three times a year. The category of need is reviewed regularly and revised as necessary.

**SEN Information Report:** We will publish an SEN Information Report on the School website with regular updates.

**We can also offer the following additional provision:**

- Before school 'meet and greet'
- The DEN – The Learning Support Base
- Differentiated curriculum within each subject area, Quality First Teaching.
- Enhanced home/school communication
- Enhanced transition from primary school
- Examination Access arrangements
- First aiders trained in manual handling and personal care
- Forming a bond between teachers, home and pupils, carers and other professionals
- Handwriting Club
- Help with transitions from year to year
- Home learning support with our HUB Pastoral Team (where and when needed)
- Homework Club after school
- Literacy Intervention/support
- Lunch: staffed rooms at break and lunch. Guidance and support for social groups.
- Numeracy intervention/support
- Maths and English intervention/support
- Offering testing and screening, help and advice
- Offering a place for meetings and therapies to take place
- Specialist equipment (Adapted equipment where and when needed)
- Social Skills
- Trips and visits
- Visual stress advice

**We can also access (make referrals to):**

- Careers Advice
- Child and Adolescent Mental Health Service (CAMHS)
- Child Development Centre
- Children's Integrated Disability Service
- Communication Interaction Team (CiT)
- Education Welfare Officer
- Educational Psychologist
- Hearing impairment - Advisory Hearing Impaired Teacher
- In house mentoring and counselling services
- Inclusion works
- Physiotherapist
- Plymouth Advisory Learning Support (PALs)
- School Nurse
- Speech and Language Therapists
- Visual impairment support - Plymouth advisory team for Sensory Support