**Pendeen School – SEND Planning Support for teaching and learning**

Approximately, 10% of our children are on the Record of Need (RoN) with needs in all 4 areas – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical needs.

All children on the RoN have Plans, stored electronically on our online system “Provision Map” which are reviewed with parents, 1:1 staff as appropriate, class teacher and SENDCO / Head teacher each term. Provision for all children is assessed by our Educational Psychologist termly.

Where appropriate, children with EHC have 1:1 support, but our focus is always on increasing independence. We follow the graduated response approach for all children on the RoN



**Provision Related to the Curriculum**

**Additional, targeted support and provision**

* Intervention packages are bespoke and needs led.
* Progress of pupils taking part in intervention pupil support programmes is measured on a regular basis.
* The intervention packages are adapted in light of pupil progress.
* Small group/key skills intervention includes:
* Literacy-reading comprehension, spelling, writing etc
* Handwriting
* Numeracy
* Speech and language development
* Keyboard skills
* Fun-fit
* Social skills
* Emotional development
* Stage not age approaches are taken where relevant

All pupils with medical needs have the opportunity to access a personalised curriculum.

Intervention support is personalised. Pupils’ provision is adapted in light of pupil progress to ensure that individual needs are met effectively.

**Specialist, individualised support and provision**

* Pupils are supported in following their interests, and curriculum regardless of their SEN and/or disabilities e.g. a pupil with a medical need will be given support in attending horse riding.
* Pupils with SEND can access the curriculum with adult support as appropriate.
* All pupils are appropriately supported and challenged to develop skills of independent learning. The pace of lessons is varied appropriately to ensure maximum progress for all our learners.
* Planning explicitly ensures that resources and strategies are in place to stretch the most able and support pupils with SEND and Medical Needs.
* Pupils are explicitly supported to develop metacognitive strategies to develop their thinking and learning, and their memory for learning.
* Pupils are supported and challenged to ask as well as answer thoughtful questions to check and/or deepen their understanding.
* Specific strategies are used to improve pupil’s literacy and numeracy levels.
* Progress is monitored and

provision is adjusted to ensure that their understanding, knowledge and skills are improving and they are building on previous learning

* Pupils’ learning, through their personalised provision, is consistently coherently and logically sequenced so that knowledge, understanding and skills can develop incrementally over time. There is progression from the simpler and/or more concrete concepts to the more complex and/or more abstract ones.
* Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding
* Pupils have opportunities to show they have overcome previous misconceptions in future work.

**Provision Related to Teaching and Learning**

**Additional, targeted support and provision**

* All staff collaborate effectively to ensure that pupils with SEND, and Medical Needs have access to high quality, educational opportunities.
* Class teachers and TAs share information and lesson plans / evaluations to ensure that pupils with SEND have targeted supports and provision.
* Staff work with small groups to: Ensure understanding; Facilitate learning; Foster independence; Maintain good Behaviour for Learning.
* Independent pupil learning is supported by technology e.g. every child has an allocated and labelled laptop for use in school and in the event of school closure
* Provision is personalised to meet the individual needs of pupils with medical needs.
* All pupils are supported with strategies to enable them to boost their independent learning skills, through targeted support programmes across the curriculum.
* Pupils’ needs for access arrangements to enable them to undertake internal and external

assessments will be considered, assessed and applied for as appropriate

* Examination access arrangements are put in place for internal and external tests and examinations (readers, scribes, extra time etc).
* External professionals provide advice on how best to support pupils with their learning and their social/emotional and developmental needs.
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* External professionals provide advice on how best to support pupils with their learning and their social/emotional and developmental needs.

**Specialist, individualised support and provision**

* All pupils are appropriately supported and challenged to develop skills of independent learning. Personalised and highly differentiated work is provided, enabling independent learning.
* 1:1 support is in place, where agreed by the LA, for pupils who need more intensive support e.g. those with emotional/behavioural needs, literacy/dyslexia, speech and language difficulties etc.
* The pace of lessons is varied appropriately to ensure maximum progress for all our learners.
* Planning explicitly ensures that resources and strategies are in place to stretch the most able and support pupils with Special Educational Needs and Disabilities, and Medical Needs.
* Pupils are explicitly supported to develop metacognitive strategies to develop their thinking and learning, and their memory for learning.
* Pupils are supported and challenged to ask as well as answer thoughtful questions to check and/or deepen their understanding.
* Specific strategies are used to improve pupils’ literacy and numeracy levels.
* Pupils’ progress is monitored and provision is personalised and adjusted to ensure that their understanding, knowledge and skills are improving and they are able to build on previous learning.
* Pupils’ learning, through their personalised provision, is consistently coherently and logically sequenced so that knowledge, understanding and skills can develop incrementally over time. There is progression from the simpler and/or more concrete concepts to the more complex and/or more abstract ones.
* Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding
* Pupils have opportunities to show they have overcome previous misconceptions in future work.
* All staff praise the process as well as the content, giving pupils a range of feedback
* Outreach specialists’ advice and recommendations will inform teaching and learning.
* Examination access arrangements are in place for internal and external assessments and examinations (readers, scribes etc.) as appropriate.