

## Archbishop Benson C of E Primary School

### Our Special Educational Needs & Disabilities (SEND) Information Report 2025-2026



## Our School Vision

Our vision celebrates how our school looks and feels like.

**Vision:** With fun and learning (**Wisdom**), hand in hand (**Fellowship**) all things are possible (**Hope**)

Bible link: "I can (**Respect**) do all things through Christ who strengthens me" Philippians 4:13

Do all things through Christ (**Creation**) who strengthens me.

Our school values:



**Respect**

**Wisdom**

**Creation**

**Hope**

**Fellowship**

Link to our school's SEN Policy:  
[http://www.archbishop-benson.cornwall.sch.uk/goto/209440?slug=send\\_mission\\_statement](http://www.archbishop-benson.cornwall.sch.uk/goto/209440?slug=send_mission_statement)

Link to our school's Equality Objectives:  
[\*\*Equality & Diversity Policy\*\*](#)

Link to our school's Accessibility Plan/Policy:  
[\*\*Accessibility Plan/Policy\*\*](#)

**Name of our Special Educational Needs & Disabilities Coordinators:**  
**Mrs J Barnard (SENDCO & Inclusion Lead) & Mrs J Williams (SENDCO) & Mrs Coldham-Wood (SENDCO Support Assistant)**

**Name of our Inclusion Manager:**  
**Mrs T Brereton**

**Name of our SEN governor:**  
**Vacant position**

**Contact details: 01872 273185 (school office)**

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## SEND Information Report, Archbishop Benson C of E Primary School, Truro, Cornwall



At Archbishop Benson Primary School, we are proud to be a large, two-form entry primary school where inclusivity and high expectations underpin everything we do. We are committed to nurturing happy, confident, and independent lifelong learners who understand how to care for themselves, each other, and their world.

This SEND Information Report outlines the provision we offer to support pupils with Special Educational Needs and Disabilities (SEND). It describes how we identify needs, the support available, and the services we work with to help every child achieve their full potential.

### Our Commitment to Inclusion

We welcome all children to our school and are fully committed to providing a supportive, inclusive environment. We aim to ensure that every child, regardless of their starting point or individual needs, has access to high-quality teaching and tailored support.

All our classes are fully inclusive, and we celebrate the achievements of every child. We adapt our teaching and learning approaches to suit individual learning styles and ensure everyone feels valued and able to succeed.

### Making the Special Universal

At Archbishop Benson Primary School, our mission is to make the special universal by ensuring SEND provision is accessible to all through strong universal practice. Guided by inclusive values and high expectations, we support every child to flourish, belong, and achieve well.

### Identifying and Responding to SEND

We have a clear, structured approach to identifying and supporting SEND, guided by our *Special Educational Needs Policy*. Early identification is key, particularly in the early years. We follow the graduated response model, working closely with children and their families to assess needs and implement appropriate support.

### Levels of Support

Support for pupils with SEND is always personalised. Levels of support will vary over time depending on a child's individual needs and circumstances. These may range from universal, in-class adaptation to targeted small group interventions or individual support. Our dedicated and skilled staff receive ongoing training to meet the evolving needs of our children.

We aim to stretch and support all pupils – academically, socially, and emotionally – and work in partnership with parents/carers to ensure the best outcomes for every child.

For early identification of need and SEND we use the graduated response approach in the flow chart below:



## Cycle of processes when identifying early needs and SEND at Archbishop Benson School



Class Based Support	Class Based Support with Inclusion Team advice
<p>Quality First Teaching (QFT) and standard expectation of good classroom practice</p> <p><b>Assess, Plan, Do</b></p> <ul style="list-style-type: none"> <li>Class teacher identifies gaps/areas of weakness.</li> <li>Information gathering with family and pupil. This indicates if needs could be addressed through refinements to QFT (Quality First Teaching) and MTSU (Making the Special Universal) and/or targeted class-based interventions.</li> <li>Class teacher ensures adapted classroom practice and use of resources (RESOURCE 1).</li> <li>Time limited, targeted class-based interventions are provided focussing on key areas of concern, then evaluated.</li> </ul> <p><b>Review:</b></p> <p><b>If targets achieved and progress made:</b></p> <ul style="list-style-type: none"> <li>Continue to monitor in class but with possible further intervention to ensure continuation of progress.</li> </ul> <p><b>If targets NOT achieved and limited progress:</b></p> <ul style="list-style-type: none"> <li>Further investigations are needed.</li> </ul>	<p>Quality First Teaching (QFT) and standard expectation of good classroom practice</p> <p><b>Assess, Plan, Do</b></p> <ul style="list-style-type: none"> <li>Teacher to complete 'Referral to Inclusion Team' form and send to Inclusion Manager.</li> <li>Inclusion Team to check teachers are already using their own assessments to identify strengths and gaps in learning and are using this information to inform refinements in MTSU, adapted planning, teaching strategies and classroom practice.</li> <li>Inclusion Team to reply and advise.</li> <li>Further class action and advice to be implemented and reviewed.</li> </ul> <p><b>Review:</b></p> <p><b>If targets achieved and progress made:</b></p> <ul style="list-style-type: none"> <li>Continue to monitor in class but with possible further intervention to ensure continuation of progress.</li> </ul> <p><b>If targets NOT achieved and limited progress:</b></p> <ul style="list-style-type: none"> <li>Despite adjustments to QFT and or interventions there is limited or no progress. Concerns still remain. This might be indicative of an SEND and may require further investigation.</li> </ul>

A pupil has SEND where their learning difficulty or disability calls for provision which is different to, or additional from, normal classroom practice available to pupils of the same age.

SEN Support with external agency input	SEN Support
<p>QFT and standard expectation of good classroom practice and SEN Support</p> <p><b>Assess, Plan, Do</b></p> <ul style="list-style-type: none"> <li>Consultation with teachers/pupil/parents/carers as to why external advice is needed.</li> <li>Refer to Early Years Intervention Team or other advisory specialist.</li> <li>Complete SEN Support Plan IPM (Individual Provision Map), including targets from professionals' reports, with short-term targets and details of additional provision, shared with parents/carers and pupils.</li> <li>Implementation of support plan monitored by class teacher with support from the Inclusion Team.</li> <li>Continue to monitor progress of pupil.</li> <li>Support plan, IPM reviewed with pupil, parent/carers and school staff within each term.</li> </ul> <p><b>Review:</b></p> <p><b>If targets achieved and progress made:</b></p> <ul style="list-style-type: none"> <li>Continue to monitor without external support.</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>Continue on SEN Support but with next level of bespoke intervention. Monitor with appropriate professional.</li> </ul> <p><b>If targets NOT achieved and limited progress:</b></p> <ul style="list-style-type: none"> <li>Raise concerns at appropriate external agency meetings for further advice</li> </ul>	<p>QFT and standard expectation of good classroom practice and SEN Support</p> <p><b>Assess, Plan, Do</b></p> <ul style="list-style-type: none"> <li>SEN Support Plan to be completed.</li> <li>Consultation with pupil/parents/carers. Parents/carers notified formally that child/young person is on SEND register: <i>SEN Record of Need</i>.</li> <li>Assessment and areas of need identified.</li> <li>Targets and additional interventions planned.</li> <li>Implement support.</li> <li>Review impact and evaluate.</li> <li>Consultation and review with pupil / parents / carers.</li> </ul> <p><b>Review:</b></p> <p><b>If targets achieved and progress made:</b></p> <ul style="list-style-type: none"> <li>continue to monitor with class-based support.</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>Continue on SEN Support but with possible further intervention to ensure continuation of progress.</li> </ul> <p><b>If targets NOT achieved and limited progress:</b></p> <ul style="list-style-type: none"> <li>Further investigations may be needed with external agency input.</li> </ul>

## SEN Support level

If early identification, using the cycle process above, indicates that there is still an ongoing need despite early support being put into place, then a child will be added to the SEN Register at the **SEN Support** level. SEN Support builds on high, quality first, universal teaching which has been adapted and personalised for individual children and is firmly based in our school's approach to monitoring the progress and development of all children.

The SEN & Disability Code of Practice states: *Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. If needed, specialist expertise may come from professionals such as; Hearing or Visually Impaired teachers, ASD advisory teachers and TA's, SALSA and communications team, Educational Psychologists, Speech and Language Therapists, Social, Emotional and Mental Health advisers.*

Therefore, SEN Support at Archbishop Benson, is designed to provide a graduated approach based on a cycle of action that can be revisited with increasing detail, increasing frequency and with the increased involvement of parents/carers and the child. Throughout the graduated approach, the teacher remains responsible for working with the child on a daily basis and implements agreed interventions. The Inclusion Team support the teacher and co-ordinates the graduated approach across the setting, ensuring that making the special universal is woven in through universal practice.

We adopt a *graduated approach* with four stages of action: **assess, plan, do and review**. This cycle of action:

- Is usually led by the class teacher, with input from the Inclusion Team as deemed required
- Action is informed by the child's views throughout
- Parents/carers are engaged throughout the whole process
- The cycle can be revisited, with increasing frequency if required, in order to identify the best way of securing good progress

Throughout the cycle, children's views can be represented by parents/carers and practitioners, but in order to ensure the child's views inform the process directly, these need to be captured before any discussion. They also inform discussions and decisions at each and every stage.

## Assess, plan, do, review cycle: APDR

### Assess

The teachers work with the child, Inclusion Team and the child's parents/carers and:

- Brings together all the information
- Analyses the child's needs

This discussion will build on, and may be held at the same time as, the discussion with parents/carers about their child's SEN and the decision to make special educational provision for them.

Special educational needs are generally thought of in 4 broad areas of need and support:

- *Communication and interaction*
- *Cognition and learning*
- *Social, emotional and mental health*
- *Sensory and/or physical needs*



## 4 Areas of Need as defined in the Code of Practice



SEN Code of Practice p 97: Areas of need are required for pupils at SEN Support. The *need* can be without diagnosis or a label.

<p><b>Cognition and Learning (C&amp;L)</b></p> <p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• Specific Learning Difficulty such as Dyslexia (SpLD)</li> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Severe Learning Difficulties (SLD)</li> </ul>	<p><b>Social, Emotional and Mental Health (SEMH)</b></p> <p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• Social interactions</li> <li>• Becoming withdrawn or isolated</li> <li>• Anxiety / depression</li> <li>• Displaying behaviours that challenge, disrupt or disturb</li> <li>• ADHD (Attention Deficit Hyperactivity Disorder)</li> </ul>
<p><b>Communication and Interaction (C&amp;I)</b></p> <p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• Speech, Language and Communication Need (SLCN)</li> <li>• Developmental Language Disorder (DLD)</li> <li>• Autism Spectrum Disorder (ASD)</li> <li>• Reluctant speakers /selective mutism</li> <li>• Stammer</li> </ul>	<p><b>Sensory and / or Physical</b></p> <p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>• Visual Impairment (VI)</li> <li>• Hearing Impairment (HI)</li> <li>• Physical Disability (PD)</li> <li>• Sensory Processing difficulties/Multi-Sensory impairment (MSi)</li> <li>• Developmental Co-ordination Disorder (DCD) (previously known as Dyspraxia)</li> </ul>

These broad areas of need are not definitive; the SEN and Disability Code of Practice recognises that individual children often have needs that cut across all of these areas and that children's needs may change over time. The SEN and Disability Code of Practice is also clear that the purpose of identification is to work out what action is needed, not to fit a child into a category. Where there is a need for more specialist expertise to identify the nature of the child's needs, or to determine the most effective approach, specialist teachers, educational psychologists or health, social services or other agencies may need to be involved.

### Plan

Where the broad approach to SEN Support has been agreed, the teacher (and the Inclusion Team when deemed necessary) should agree, in consultation with the child and the parents/carers:

- The outcomes they are seeking for the child
- The support strategies to be put in place
- The expected impact on progress, development, behaviour
- Date for review

Plans should:

- Take into account the views of the child
- Any baseline/termly assessments
- Include **SMART** outcomes: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime bound
- Select the support strategies to meet the outcomes identified
- Base interventions and support on reliable evidence of effectiveness
- Be delivered by practitioners with relevant skills and knowledge
- Identify and address any related staff development needs

### Do

The child's teacher:

- Remains responsible for working with the child on a daily basis
- Implements the agreed support strategies or programmes

The Inclusion Team can support the key person in:

- Assessing the child's response to action taken
- Problem solving
- Advising on effective implementation

### Review

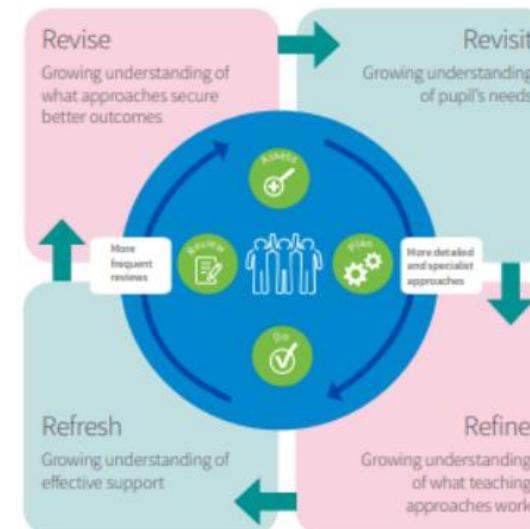
On the agreed date, and at least termly, the teacher (and Inclusion Team if deemed appropriate) working with the child's parents, and taking into account the child's views, should:

- Review the effectiveness of the support
- Review the impact of the support on the child's progress by RAGGING the targets/outcomes Red, Amber or Green according to success
- Evaluate the impact and quality of support

In the light of child's progress, they agree:

- Any changes to the outcomes
- Any changes to the support and
- Next steps

## The Graduated Response Assess, Plan, Do, Review Cycle Effective, Inclusive Practice and Provision



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

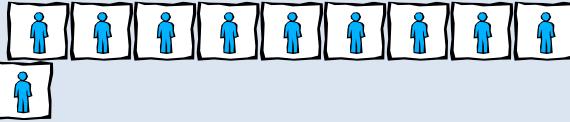
### 1. Listening to and responding to children and young people

The universal offer to all children and Young People.	Additional, targeted support and provision	Specialist, individualised support and provision
<p>The universal offer to all children and Young People.</p>  <ul style="list-style-type: none"> <li>✓ Views and opinions of all pupils are valued.</li> <li>✓ Pupil voice is represented in all aspects of school i.e. <ul style="list-style-type: none"> <li>➢ Student council</li> <li>➢ Questionnaires</li> <li>➢ Pupil conferencing</li> <li>➢ Ambassadors</li> <li>➢ House Captains</li> </ul> </li> <li>✓ As well as when speaking to their teachers and other key member of staff, including governors, during subject monitoring.</li> </ul>	<p>Additional, targeted support and provision</p>  <ul style="list-style-type: none"> <li>✓ SEND children are included in all consultation groups.</li> <li>✓ Additional provision is developed in light of student voice and observed needs.</li> <li>✓ Through <i>All About Me</i> Forms, completed as part of the APDR Cycle and through One Page Profiles or Communication Passports.</li> </ul>	<p>Specialist, individualised support and provision</p>  <ul style="list-style-type: none"> <li>✓ Individual support is responsive to the views and needs of children with SEND.</li> <li>✓ Children's views and assessed needs are an integral part of Team Around the Child (TAC), Child Protection (CP), Child in Need (CiN), Early Support meetings and SEN Reviews</li> <li>✓ Children's views are incorporated into personalised curriculums which are represented by their SEN Support IPMs (Individual Provision Maps) detailing individual education targets/outcomes and through their MTP (Medium Term Plans) which offer bespoke planning tailored to an individual's needs, interests and abilities.</li> <li>✓ All documentation is presented in a format that is accessible to the pupil and the pupil has their own bookmark with the targets listed accordingly.</li> </ul>

## 2. Partnership with parents and carers

The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <p>The school aims to work in partnership with all parents and carers. Their views and opinions are listened to and valued. This is made possible by:</p> <ul style="list-style-type: none"> <li>✓ Class DOJO</li> <li>✓ Twitter</li> <li>✓ Instagram</li> <li>✓ Facebook</li> <li>✓ School website</li> <li>✓ Texting service</li> <li>✓ Emailing</li> <li>✓ Reading Record Book with space for teacher and parent comments</li> <li>✓ Parent/Teacher interviews</li> <li>✓ Parent/carer surveys</li> <li>✓ Maths sessions: afternoon workshops</li> <li>✓ Open door policy</li> <li>✓ Termly reports to parents/carers</li> <li>✓ Class assemblies</li> <li>✓ Whole school assemblies</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Volunteer parental help within school</li> <li>✓ Parental help on school trips</li> <li>✓ Parents are informed if their child seems to have a barrier to their learning and as a result is receiving additional support.</li> <li>✓ Parents whose children may need a referral to the school Inclusion Team, are met by the class teacher and their views collected to inform the referral process, with the child's views at the heart of this process. Outcomes of these are discussed within the Inclusion Team.</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Parents/carers and their child (if possible or via pupil voice) attend and contribute to termly SEN Support meetings (as part of the <i>assess, plan, do, review cycle</i>) with class teacher.</li> <li>✓ Parents/carers attend and contribute to the Team Around the Child (TAC) meetings, Child in Need (CIN) meetings etc., where their views are integral to consultation and development of positive outcomes for their child.</li> <li>✓ EHCP Review meetings with parents/carers and the child (if possible or via All About Me document) and SENCO.</li> <li>✓ Parent/carer's views are sought both prior to and during these meetings, either in a written or verbal form, with support from staff when requested. Parent/carers are also encouraged to access support from other parent support services e.g. SENDiASS and Parent Partnership.</li> <li>✓ Meetings with Inclusion Team on request.</li> <li>✓ SEN café with informal discussions and/or guest speakers.</li> </ul>

### 3. The curriculum

The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <p>All pupils, irrespective of their ability and /or additional needs, have full access to the curriculum. This curriculum is broad and balanced, designed to allow the inclusion of all our pupils and to excite and enthuse them.</p> <ul style="list-style-type: none"> <li>✓ There is detailed planning for all subjects with adapted outcomes.</li> <li>✓ Children have curriculum targets which are monitored and changed when they are achieved.</li> <li>✓ All pupils Y3-Y6, and some Y2, access the <i>Accelerated Reader</i> programme to enhance independent reading and comprehension skills.</li> <li>✓ There is effective use of ICT across the curriculum to develop skills and to engage all learners.</li> <li>✓ Outdoor learning is encouraged across all year groups either on or outside of the school grounds.</li> <li>✓ TIS: Trauma Informed Schools practice is used to support the wellbeing and social emotional development of our children.</li> <li>✓ School trips for all year groups.</li> <li>✓ Overnight stays, for residential trips, in years 4 and 6.</li> </ul>	 <p>The curriculum is adapted to meet the needs of all learners. Where children are identified as needing extra support by their teachers, then a referral is made to the Inclusion Team. This will then activate additional support strategies and/or interventions being put into place, which are needs led.</p> <p>Groups of children may be given extra group support by a teacher or teaching assistant for a limited time. This intervention will be monitored and evaluated regularly. Currently interventions include:</p> <ul style="list-style-type: none"> <li>✓ Small group Literacy and numeracy interventions in Key Stage 1 and 2, run by teachers and teaching assistants</li> <li>✓ Phonics in EYFS, Y1 and Y2.</li> <li>✓ Social Skills Sessions, including a targeted lunch club, run by our communication champion.</li> <li>✓ Nurture group sessions; small group or 1:1</li> <li>✓ Inclusion sessions</li> <li>✓ Freshstart Y5 &amp; Y6</li> <li>✓ Phonics Interventions Y2/3 (TRUGS)</li> <li>✓ National Tutoring Programme</li> </ul>	 <p>Children who are at the <b>SEN Support level</b> or who have <b>EHCPs</b> are catered for accordingly: reasonable, anticipatory adjustments are made as appropriate to the child's individual needs and according to their IPMs.</p> <p>Pupils are supported in accessing all areas of the curriculum regardless of their SEND.</p> <p>The curriculum is appropriately adapted to ensure achievement for pupils with SEND.</p> <p>Specialist provision can include:</p> <ul style="list-style-type: none"> <li>✓ Inclusion Team offer 1:1 personalised support.</li> <li>✓ Personalised timetables with a multi-sensory approach tailored to individual needs.</li> <li>✓ Medium Term Plans for those pupils with an EHCP, where the EHCP outcomes are woven into a bespoke curriculum.</li> <li>✓ Bespoke learning spaces and resources.</li> <li>✓ Experienced teachers and teaching assistants supporting our more complex children.</li> <li>✓ Occupational/physio therapy plans informs sensory and physical activity programmes.</li> <li>✓ Use of appropriate information technology as advised by the Physical &amp; Medical Needs &amp; Disabilities Team.</li> <li>✓ Speech &amp; Language care plans are delivered by staff.</li> <li>✓ Sensory diets for those with sensory needs.</li> <li>✓ Interventions and support plans written in collaboration with the ASD Team.</li> </ul>

		✓ Specialised adaptations of the curriculum for children with Visual/Hearing Impairments, including individualised ICT resources.
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#### 4. Teaching and learning

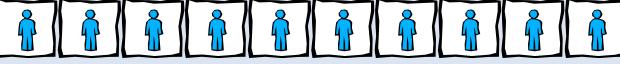
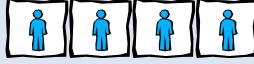
The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <p>The school ensures quality first teaching to support the progress of all pupils.</p> <ul style="list-style-type: none"> <li>✓ Lessons are planned to incorporate different learning styles and encourage thinking skills and meta-cognition.</li> <li>✓ Dyslexia-Friendly Strategies.</li> <li>✓ Use of ICT.</li> <li>✓ Adapted tasks and expectations.</li> <li>✓ Praise and Reward.</li> <li>✓ Variety of individual, paired and group tasks.</li> <li>✓ Different level groupings are identified for each class, if and when necessary.</li> <li>✓ A whole school assessment and monitoring cycle ensures quality teaching in all classes, which is recorded on <i>Target Tracker</i>.</li> <li>✓ Learning Objectives and Success Criteria are displayed and discussed.</li> <li>✓ Termly Pupil Progress meetings, where the Standards Team meet with the teachers to track individual progress which then informs provision.</li> <li>✓ Regular marking and feedback for next steps. Whole school, consistent marking scheme used for promoting independent evaluation and improvement.</li> <li>✓ Working walls for Maths and Literacy.</li> <li>✓ Maths and Literacy toolkits.</li> <li>✓ Key vocabulary displayed.</li> </ul>	 <p>Class teachers and teaching assistants share information and lesson plans to ensure that children with SEND, and other barriers to their learning, have targeted support and provision. Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> <li>✓ ensure understanding,</li> <li>✓ facilitate learning,</li> <li>✓ foster independence and</li> <li>✓ keep students on task.</li> </ul> <p>Additional targeted support includes:</p> <ul style="list-style-type: none"> <li>✓ Interactive displays, learning walls and visual prompts.</li> <li>✓ Overlays</li> <li>✓ Coloured, mini white boards.</li> <li>✓ Coloured backgrounds on interactive boards.</li> <li>✓ Coloured paper and exercise books.</li> <li>✓ iPads and laptops for classwork.</li> <li>✓ SEN training for all staff.</li> <li>✓ Adapted resources and outcomes.</li> <li>✓ Additional adult support where appropriate.</li> <li>✓ Small group teaching.</li> <li>✓ Ongoing assessments and tracking.</li> </ul>	 <p>Personalised and highly adapted support is provided, enabling appropriate, independent learning. Individualised provision may include:</p> <ul style="list-style-type: none"> <li>✓ Dyslexia Screening Test assessment.</li> <li>✓ SEN training for all staff working with specific children.</li> <li>✓ Specialist resources and equipment.</li> <li>✓ Advice from partner agencies to provide the most appropriate and effective teaching and learning, in line with SEN Support &amp; EHC Plans.</li> <li>✓ Personalised timetables with a multi-sensory approach tailored to individual learning needs.</li> <li>✓ Bespoke, individualised MTP (Medium Term Plan), which is linked to the class topic and the pupil's EHCP outcomes.</li> <li>✓ Scrap books / positivity books show evidence of MTP outcomes.</li> <li>✓ Use of visuals, including photographs, symbols, <i>now &amp; next</i> cards, traffic lights systems emotions cards and visual timetables.</li> <li>✓ <i>Individual Provision Maps</i> (IPMs) with the <i>assess, plan, do and review</i> cycle to be updated termly with the child, parents and class teacher.</li> <li>✓ Annual EHCP review meetings.</li> <li>✓ Individual Precision Teaching Programme.</li> </ul>

<ul style="list-style-type: none"> <li>✓ Metacognition through Thinking Classrooms</li> <li>✓ <i>Behaviour for Learning</i> Strategies.</li> <li>✓ Oracy lessons</li> </ul>		<ul style="list-style-type: none"> <li>✓ Pupils' progress and achievements are celebrated to support the development of self-esteem and confidence.</li> </ul>
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## 5. Self-help skills and independence

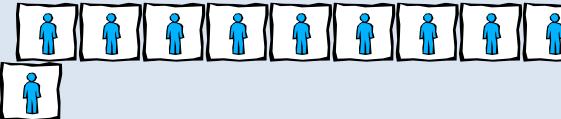
The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>➤ Actively encourage independent learning.</li> <li>➤ Have high expectations to allow pupils to develop independence and resilience.</li> <li>➤ Health &amp; Wellbeing programme to promote positive relationships and behaviours (Jigsaw programme)</li> <li>➤ Variety of independent, paired and group tasks.</li> </ul> <p>Appropriate resources are available in all classrooms to promote independence, such as:</p> <ul style="list-style-type: none"> <li>➤ Visual timetables</li> <li>➤ Success criteria</li> <li>➤ Learning walls</li> <li>➤ Individual 'Help' cards for pupils to use when they recognise they need additional support</li> <li>➤ Metacognition through Thinking Classrooms</li> <li>➤ Mental Health Support Team (MHST) interventions for whole classes</li> <li>➤ Class sensory toolbox</li> </ul>	 <p>Pupils can assess personalised provision, appropriate to the individual lesson to support learning. This may include:</p> <ul style="list-style-type: none"> <li>✓ Use of ICT including iPads and laptops.</li> <li>✓ Small group interventions with clear visual success criteria.</li> <li>✓ Adapted tasks.</li> <li>✓ Instructions are repeated or supported through visual or written prompts.</li> <li>✓ Pupils have access to: <ul style="list-style-type: none"> <li>○ Visual timetables,</li> <li>○ Timers,</li> <li>○ Toolkits for maths and literacy</li> </ul> </li> <li>✓ Part of the teacher and TA's role is to facilitate independence.</li> <li>✓ Enterprise sessions providing opportunities for pupils to create ways of raising money.</li> <li>✓ Mental Health Support Team (MHST) interventions for small groups</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Practical assistance for physically impaired.</li> <li>✓ Break and lunch-time supervision/clubs.</li> <li>✓ Referrals for Community Support.</li> <li>✓ Referrals to external community groups.</li> <li>✓ Additional support for a child is shared between a team of teaching assistants to build consistency and resilience.</li> <li>✓ Supporting pupils to gain independence in self-help skills.</li> <li>✓ Access to accessibility toilet and shower facilities.</li> <li>✓ Specialist equipment e.g. writing slopes, scissors, task management boards, pencils grips, wobble-sit cushions, timers, overlays, talking tins, talking photo books, laptop, iPad, Fun Fit equipment, pupil rocking Zuma chairs, clover book and sensory/fiddle toys.</li> <li>✓ Access to our Communication/Autism Champion</li> <li>✓ Access to Inclusion Manager</li> <li>✓ Nurture sessions promoting self-help and resilience</li> <li>✓ Mental Health Support Team (MHST) interventions for individuals</li> </ul>

## 6. Health, wellbeing and emotional support

The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>✓ Inclusion Manager support.</li> <li>✓ Health &amp; Wellbeing and Safeguarding Officers</li> <li>✓ PSHE: JIGSAW programme to develop community awareness, social &amp; relationship skills.</li> <li>✓ Feel-Good Friday Activities.</li> <li>✓ Sex and Relationships Education (SRE) is provided for all pupils at age appropriate levels.</li> <li>✓ Variety of extra-curricular activities including sport, dance, ICT, cooking, craft, music etc.</li> <li>✓ Presentation and celebration assemblies.</li> <li>✓ Healthy School status.</li> <li>✓ KS1 pupils have access to fruit</li> <li>✓ EYFS pupils have access to fruit and milk.</li> <li>✓ Praise and reward systems.</li> <li>✓ Behaviour for Learning and Relationships and anti-bullying policies in place.</li> <li>✓ Reflect and repair work with the aim of working towards positive resolutions and <i>connect to correct</i>.</li> <li>✓ Friendship Code policy.</li> <li>✓ First Aid trained staff.</li> <li>✓ Restorative Approach to support children's social and emotional learning and development.</li> <li>✓ PACE (Playfulness, Acceptance, Curiosity and Empathy) approach to support behaviour choices.</li> <li>✓ Half-termly House point Rewards.</li> <li>✓ Weekly 'Star of the Week'.</li> <li>✓ Weekly Afternoon Tea with the Headteacher.</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Referrals to partner agencies (see section 11).</li> <li>✓ Fun Fit intervention at point of need.</li> <li>✓ Social Skills sessions e.g. <i>Time to Talk</i> delivered by skilled teaching assistants.</li> <li>✓ Use of a sensory room.</li> <li>✓ Use of intervention rooms.</li> <li>✓ Nurture learning promoting self-help and resilience.</li> <li>✓ Inclusion support groups.</li> <li>✓ Management of medical needs <ul style="list-style-type: none"> <li>○ Epilepsy</li> <li>○ Diabetes</li> <li>○ Allergies</li> <li>○ Asthma etc.</li> </ul> </li> <li>✓ Liaison with Medical professionals.</li> <li>✓ Weekly TIS intervention for small groups.</li> <li>✓ Mental Health Support Team (MHST) interventions for small groups</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Medical: Individual Healthcare Plan (IHP).</li> <li>✓ Intimate Care Plans (ICP).</li> <li>✓ Social Skills sessions.</li> <li>✓ Dreadnought Intervention (external agency).</li> <li>✓ CLEAR (external agency).</li> <li>✓ First Light (external agency).</li> <li>✓ White Gold (external agency).</li> <li>✓ Bishop Forum Adventure and Badger Forest School (off-site provisions).</li> <li>✓ Bereavement support from Inclusion Team.</li> <li>✓ Penhaligon's Friends (external agency).</li> <li>✓ County's Early Help Hub (EHH).</li> <li>✓ CAMHS (Child &amp; Adolescent Mental Health Service) and BLOOMS meetings for children who are experiencing more serious emotional difficulties, where other interventions haven't been successful.</li> <li>✓ Individualised interventions e.g. social skills groups, behaviour management.</li> <li>✓ Individual communication passports or One Page Profiles.</li> <li>✓ Transition booklets for individual children when moving to a new year group.</li> <li>✓ Access to our Communication Champion.</li> <li>✓ Inclusion support sessions with 1:1 support.</li> <li>✓ Weekly TIS (Trauma Informed School) sessions.</li> <li>✓ Intervention spaces/rooms.</li> <li>✓ Specialist adapted equipment.</li> </ul>

<ul style="list-style-type: none"> <li>✓ Over and Above Postcards home from the Head.</li> <li>✓ Mental Health Support Team (MHST) interventions for whole classes</li> </ul>		<ul style="list-style-type: none"> <li>✓ Boxhall individual assessment and intervention programmes.</li> <li>✓ Lunchtime club.</li> </ul>
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## 7. Social Interaction opportunities

The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>✓ Extra-curricular activities.</li> <li>✓ Year 4 and 6 residential trips.</li> <li>✓ Class day-trips.</li> <li>✓ Circle Time.</li> <li>✓ Activities at lunch and break times i.e. play pod, play leaders (older children supporting younger children at playtimes).</li> <li>✓ Partner classes.</li> <li>✓ Challenge days.</li> <li>✓ Topic-themed Wow Days.</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Small group social skills sessions with positive role models included.</li> <li>✓ Targeted intervention sessions led by skilled adults.</li> <li>✓ Supervised lunch and break times by trained adults.</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Referrals to partner agencies (see section 11).</li> <li>✓ External support groups i.e. Aspires (Dreadnought ASD youth group), True Butterflies, Bishops Forum, Badger Forest School, Family Support Workers, SCIP workers.</li> <li>✓ Individual/group Speech and Language sessions.</li> <li>✓ 1:1 supervision at lunch and break times.</li> <li>✓ 1:1 supervision for extra-curricular activities and trips.</li> <li>✓ Use of Social Stories.</li> <li>✓ 1:1 sessions with the Communication Champion.</li> <li>✓ Inclusion Manager input.</li> </ul>

## 8. The physical environment (accessibility, safety and positive learning environment).

The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>✓ Nearly all areas of the school are accessible to everybody. However, security to protect our pupils</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Equality and Diversity policy.</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Disabled Access Policy.</li> <li>✓ Specialist mobility equipment as required.</li> <li>✓ Risk assessments for individuals.</li> </ul>

<p>and staff is a priority with restricted entry to the buildings.</p> <ul style="list-style-type: none"> <li>✓ Structured rules for moving around the buildings safely.</li> <li>✓ Risk assessments.</li> <li>✓ Toilets are adapted by heights and support around them.</li> <li>✓ Interactive displays in classrooms and corridors.</li> <li>✓ Outside areas including quiet areas, fields and play equipment.</li> <li>✓ Fire exits are clear, fire drills and lock-down procedures take place regularly.</li> <li>✓ Accessible equipment is provided according to need.</li> <li>✓ Pupils feel safe and secure in their environment and empowered to ask for help when required.</li> <li>✓ There is a designated 'Designated Safeguarding Lead DSL' (and deputy DDSL) and a named teacher for Looked After Children.</li> <li>✓ Teachers focus on rewarding good behaviour to promote a positive learning environment..</li> <li>✓ The rewards and sanctions system is applied robustly on a whole school basis.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Classrooms are made accessible for pupils with sensory needs i.e. reducing noise levels, opening windows, etc.</li> <li>✓ Sensory room available to those who have sensory needs.</li> <li>✓ Access to specialist equipment resources where appropriate.</li> <li>✓ Intervention spaces available for group sessions.</li> <li>✓ Risk assessments for small groups.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intervention spaces available for individuals.</li> <li>✓ Liaison with external professionals.</li> <li>✓ Allergy and Medical list accessible to all staff.</li> <li>✓ Care plans written with medical specialists.</li> <li>✓ Accessible toilet/shower facilities.</li> <li>✓ Staff training on Moving &amp; Handling, as required.</li> <li>✓ Reasonable and anticipatory adjustments made for individuals' special needs requirements.</li> <li>✓ Habilitation reports and adaptations for those with vision/mobility impairments.</li> </ul>
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## 9. Transition from year to year and setting to setting

The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <ul style="list-style-type: none"> <li>✓ Transition visits to nurseries by EYFS (foundation stage) teachers and SENCO, as required.</li> <li>✓ Taster afternoons for new Foundation Stage intake which include time for parents/carers to meet over coffee.</li> <li>✓ Class swaps for all children in July to meet their new class teacher for the year ahead.</li> <li>✓ Teachers' handover sessions to discuss all children in July in readiness for September.</li> <li>✓ Year 6 SPLAT days for transition to secondary school.</li> <li>✓ Year 6 teachers and secondary school colleagues meet to discuss potential tutor groups and individual needs i.e. SEN or welfare needs.</li> <li>✓ Transition booklets including photographs of staff and classroom, in readiness for moving up to the next year.</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Year 6 transition project for groups of children who need extra transitional support.</li> <li>✓ Enhanced transition for vulnerable children at secondary schools.</li> <li>✓ Enhanced transition for new Foundations Stage children including extra visits and phased starts.</li> <li>✓ All teachers are kept up-to-date with the SEN register; 'Record of Need'.</li> </ul>	 <ul style="list-style-type: none"> <li>✓ EYFS class teachers to visit individual children with SEND, at nursery or home, and arrange transition meetings with relevant professionals.</li> <li>✓ SENCO to arrange transition meetings for those pupils with SEN who are transferring to secondary schools.</li> <li>✓ Enhanced transition packages for Y6 pupils moving onto secondary school.</li> <li>✓ Secondary school SENCO invited to attend Year 6 SEN Reviews for those with an EHCP.</li> <li>✓ Transition meeting for SEN children with teachers (current and new) and parents.</li> <li>✓ Liaison with previous setting if children join our school.</li> <li>✓ Liaison with new setting if children move to another school.</li> </ul>



Some of the services and organisations that we work with regularly (we will also access other services if we feel they may be able to provide more appropriate support):

Service/organisation	What they do in brief	Contact details
<b>Educational Psychologists</b>	Assess and observe children and assist schools in meeting the needs of children on the SEN register for whom our school support and provision needs further input.	Referral through SENCO. Email: <a href="mailto:educationalpsychology@cornwall.gov.uk">educationalpsychology@cornwall.gov.uk</a> Tel: 01579 341132
<b>Early Help Hub</b>	<p>Identifies the most appropriate Early Help service for a child or young person by receiving requests from parents, carers and professionals, assessing the need on request and matching it to the right support service. Services include:</p> <p>Early Support - Supporting Change in Partnership (SCIP)      Early Years Service      Family Support      Health visiting      Portage      School nursing</p> <ul style="list-style-type: none"> <li>• Early Years Inclusion Service</li> <li>• Health Visiting (over 2 years)</li> <li>• Parenting Support</li> <li>• School Nursing</li> </ul>	01872 324605 Email: <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>Early Years Inclusion Team</b>	<p>The Early Years Inclusion Team is a multi-disciplinary team. It delivers SEN services to Early Years providers as part of a continuum of Local Authority Services. They work with children aged 0-5 with SEND and work with other families to access early years education entitlement. The service includes the following staff: - Early Years consultants and Teachers, Senior Locality Special Educational Needs Disabilities Coordinators (SENDCOs), Specialist Early Years Autism and social communication workers, Specialist Early Years Inclusion workers and Portage workers.</p> <p>They provide support to the SENCO and key workers in a child's setting. They provide training for both schools, preschools and parents.</p>	Referral through SENCO

<b>Cognition and Learning Service</b>	<p>This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with:</p> <ul style="list-style-type: none"> <li>•Specific learning difficulties (SpLD- including dyslexia)</li> <li>•Moderate Learning Difficulties (MLD)</li> </ul>	<p>Referral through SENCO. Cognition &amp; Learning Advisors <a href="mailto:cognitionandlearning@cornwall.gov.uk">cognitionandlearning@cornwall.gov.uk</a></p>
<b>Vision Support</b>	Work with children in school and provide equipment and advice on improving the quality of their education. (All Reception pupils have a vision screening test).	<p>Referral through health visitors/ school nurse/GP or SENCO. Sensory Support Service Sedgemoor Centre, Priory Road, St Austell PL25 5AB 01872 323453</p>
<b>Hearing Support</b>	Work with children in school and provide equipment and advice on improving the quality of their education. (All year one pupils have a hearing test).	<p>Referral through health visitors/ school nurse/GP or SENCO. Sensory Support Service Sedgemoor Centre, Priory Road, St Austell PL25 5AB 0172661004</p>
<b>Physical &amp; Medical Needs Support</b>	<p>Assist school in accessing equipment and developing strategies to improve access to all areas of school life. Offers:</p> <ul style="list-style-type: none"> <li>ICT support</li> <li>One Page Profiles</li> <li>Physical support</li> </ul>	Referral through SENCO.
<b>Autism in Schools Advisors</b>	Assess and observe children and assist schools in meeting the needs of children with Autism.	<p>Referral only possible if a child has a diagnosis of autism, through SENCO. <a href="mailto:Admin.staustell3@cornwall.gov.uk">Admin.staustell3@cornwall.gov.uk</a> 0300 1234101</p>
<b>Social Care</b>	Children or families can be referred to social care who can offer practical support at home.	Referral through Early Help Hub (EHH) 01872 3224605
<b>Neurodevelopmental Assessment Team</b>	ASD, ADHD, Learning, Sensory and Co-ordination difficulties and other neurodevelopmental conditions - assessments via a multi-disciplinary assessment team, after completion of the NPT.	Referral via Request for Consultation using the Neuro Profiling Tool process 01872 246954
<b>CAMHS (Child &amp; Adolescent Mental Health Services)</b>	<p>Assess children who have an emotional or mental health need. Liaise with the school and families as to how to best assist these children and families.</p> <p>In relation to access times for services using these routes, CAMHS have said <i>'High numbers of young people continue to come forward</i></p>	<p><b>Mid CAMHS ICA: integrated care area</b> Shaw House, St Austell (Restormel) – 01726 873 292 Truro Health Park (Carrick) – 01872 246 980</p>

	<i>for support. This means young people and families wait longer than we would like. While on our waiting list, families receive welfare calls, advice, support and guidance. We carefully consider each referral and will offer young people access to the service which best meets their need. This may be another commissioned or voluntary sector service. All the services we signpost to offer evidence-based treatments provided by training professionals. We appreciate your support in assuring our families about the quality and range of services available.'</i>	Referrals: <a href="mailto:cft.camhsmidreferrals@nhs.net">cft.camhsmidreferrals@nhs.net</a> General Enquiries: <a href="mailto:cft.camhsmidadmin@nhs.net">cft.camhsmidadmin@nhs.net</a>
<b>Speech and Language Therapists</b>	Assess children to determine their speech and language difficulties. Provide school with targets and strategies for these children.	Referral through Request for Help Team 01208 834600
<b>Occupational Therapists</b>	Observe and work with children in school to assess their needs in terms of physical development and sensory needs.	Referral through GP, Paediatrician or county OT service after attending the WRAPS level 1 & 2 courses for pupils at school entry age to 8 years old.
<b>Physiotherapists</b>	Observe and work with children in school to assess their needs in terms of physical development.	Referral through GP and Paediatrician
<b>SENDiASS</b>	Information, advice and support for any child or young person and their parents/carers and families age 0-25 with a special educational need or disability.	<a href="http://www.cornwallsendiass.org.uk">www.cornwallsendiass.org.uk</a> 01736 751921
<b>School Nurse and Health Visitor Teams</b>	Support given to children and families with any health concerns you may have for your child. This includes: weight management, medical conditions, day and night time wetting As well as support to access health services, such as: dental, vision, hearing care and emotional / mental health.	01872 324261 <a href="mailto:hvsnadvise@cornwall.gov.uk">hvsnadvise@cornwall.gov.uk</a> Or message at: 07312 263 423 - parents / carers children aged 0-5 07312 263 499 - parents / carers young people aged 5-19
<b>Educational Welfare Support</b>	Our assigned Educational Welfare Officer (EWO) can provide help and advice on: Attendance issues Bullying Child Protection Exclusion	Educational Welfare Support <a href="mailto:racheljarman@peninsula-education.org">racheljarman@peninsula-education.org</a> 07596 868636
<b>Family Support</b>	The Family Information Service (FIS) offers help to families in the form of free and impartial advice, guidance and signposting to a wide range of agencies and services for children and young people aged 0-20 (or 25 if they have additional needs)	Family Information Service: <a href="http://FamilyInformationServiceCornwall">Family Information Service Cornwall</a> Family Information Service, Cornwall Council, New County Hall, Treyew Rd, Truro TR1 3AY Telephone: 0800 587 8191

		Telephone: 01872 324304 Email: fis@cornwall.gov.uk
<b>Parent Carer Cornwall and the Neurodiversity Hub</b>	Parent Carers Cornwall believes parents are key to improving the life chances of children with special educational needs and that all parents should be well informed and well supported with accurate and timely advice. They aim to work in a way that recognises the impact on the whole family and empower and enable parent carers to achieve the best possible outcomes.	<a href="https://parentcarerscornwall.org.uk/">https://parentcarerscornwall.org.uk/</a> <a href="https://parentcarerscornwall.org.uk/neurodiversity/">https://parentcarerscornwall.org.uk/neurodiversity/</a> <a href="https://parentcarerscornwall.org.uk/contact/">https://parentcarerscornwall.org.uk/contact/</a> Unit 14a, St Austell Printing Company St Austell Business Park St Austell, PL25 4FD
<b>Penhaligon's Friends</b>	Bereavement Support for children, young people and families.	Website: <a href="https://penhaligonsfriends.org.uk">https://penhaligonsfriends.org.uk</a> TEL: 01209 210624

For contact details and information about other organisations follow the link on the Family Information Service website to Cornwall's Local Offer:  
[www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

### Answers to Frequently Asked Questions

#### 1. How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

Regular assessment and discussions between teachers and the Inclusion Team enable ongoing monitoring of whether a child has a specific, individual special educational need.

If you are concerned about any aspect of your child's learning, development, emotional or social aspects, please talk to your child's class teacher or one of our Inclusion Team staff.

Working collaboratively as a staff team, with parents/carers and the child, ensures the very best outcomes for your child.

#### 2. Who is responsible for the progress and success of my child in school?

The class teacher is responsible for the progress of all the children in their class. They are supported by the Inclusion Team and, if required, the Senior Management of the school. If children on the school's SEN Register (SEN Record of Need) are at *SEN support* or have an EHCP (Education Health and Care Plan), there will be termly meetings to discuss their progress and the best way to accelerate their progress and success.

### 3. How will I know how my child is doing and how will you help me to support my child's learning?

Regular parent/teacher interviews will inform you about your child's progress. You are welcome to discuss concerns at any other time either with your child's class teacher or the Inclusion Team. All children on our school *SEN Record of Need* will have a longer parent/teacher meeting, instead of the usual parent/teacher interview, once a term to discuss barriers to learning, targets, progress and provision.

### 4. How will the curriculum be matched to my child's needs?

The curriculum will be adapted to meet the needs of all learners. This may be by children having different work to do, having a different expected outcome, extra resources or extra adult help in class. Those learners with complex needs and an EHCP will also have Medium Term Plans. MTPs will include the EHCP outcomes and will have the class topic work woven throughout, evidence is recorded in a personalised scrap book or positivity book.

### 5. What SEND training have the staff at school had or are having?

All staff are given regular opportunities for professional development both in school and on external courses.

This training could include: Making the Special Universal, Autism Awareness, |Autism and Masking, Impact of Demands, Self advocacy, Deaf Awareness Training, Vision Awareness Training, Phonological Awareness Training, Working Memory Training, Team Teach (De-escalation Strategies), Precision teaching, TIS (Trauma Informed Schools) training, Read Write Inc. and SEN inclusion.

### 6. How will my child be included in activities outside the classroom including school trips?

All children are encouraged and supported so that they can participate in clubs and on school trips. The school will make reasonable, anticipatory adjustments to ensure inclusion. Individual risk assessments are carried out for children with additional needs and the appropriate support is provided. There may be exceptions to participation if a child's behaviour is a risk to themselves or others.

### 7. How is the decision made about what type and how much support my child will receive?

Additional and different provision for your child will be assessed and reviewed on a need basis. The school follows the graduated response (<https://www.cornwall.gov.uk/media/ion150iw/supporting-children-and-young-people-with-special-educational-needs-the-graduated-response-in-mainstream-schools.pdf>) as outlined in the SEN Code of Practice (2015) where the 'Assess, Plan, Do, Review' cycle is employed to ascertain the type of provision required, its duration and outcomes are carefully measured. Your child may have specific and high-level needs, which means they will only achieve good outcomes academically, socially and emotionally with continuous support and specialised, adapted provision. In this case, the decision may be taken in consultation with you and external professionals, to apply for an Education, Health Care Needs Assessment. If this is the case, the SENCO will talk through the process to ensure support and transparency at each stage of the process.

### 8. What support will there be for my child's overall wellbeing?

All staff in school work hard to ensure that your child is safe and happy in school. For children who are experiencing emotional difficulties it may be that they can work with our trained support staff or Inclusion Team. We work with outside agencies to provide family support. The school nurse is also available to work

with you and your child around areas such as anxiety, sleep, weight, eating, toileting etc. You can refer yourself through the *Early Help Hub* (01872 322277) or speak to a member of the Inclusion Team about your concerns and they can make a referral for you if necessary. The school TIS practitioner is also available to provide advice to parents/carers and therapy sessions for pupils.

## 9. How do I know that my child is safe in school?

Risk assessments and safety policies are in place to ensure all children are safe within school. Safeguarding your child is everyone's responsibility and staff are all trained to do this in an effective and rigorous way. Our designated safeguarding lead, DSL, is the Head Teacher, Mrs H Giblett. KCSIE (Keeping Children Safe in Education) training is provided to all staff annually.

## 10. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

We work with a number of schools in the area in the following ways:

- ✓ SENDnet, Cornwall area SENCO network meetings three times per year
- ✓ Transition meetings for pre-school pupils entering EYFS (Early Year Foundation Stage)
- ✓ Transition meetings for Y6 pupils with their chosen secondary school
- ✓ Monitoring and transition for children who are accessing alternative provision

We ensure that the transition from Nursery to EYFS is smooth, as a result of both the class teachers visiting each child with additional needs at each individual nursery or at home.

We support the transition from EYFS to Year 1 by a series of class visits and liaisons between the current and new class teacher and all other adults involved with the individual child. This support continues for each yearly transition throughout the school, if required. Parents and carers are involved in this process as part of the SEN Support or EHCP meeting cycles.

The transition from year 6 to secondary school is supported through transition meetings/sessions with the pupil being at the heart of the process. Enhanced transition visits/packages are co-ordinated by the SENCO in consultation with the child, parent/carer and included external professionals where appropriate.

## 11. How do you listen to the views of children/young people and their parents/carers?

<b>What</b>	<b>Who</b>	<b>When</b>
Informal Discussions, verbally and via Dojo, telephone and email	All staff	Open door policy Through appointments or via TEAMS meetings
Parents/teacher interviews	All teaching staff	Twice per year
Dojo System	Teachers	As required
Assess, Plan, Do, Review meetings for <i>SEN Support</i> pupils and those with Education Health & Care Plans	Pupil, parent/carer, Class teacher and Inclusion Team (if relevant)	Once per term
Early Support/TAC/CAF/CIN/CP meetings	Relevant staff, family and pupil if appropriate	Six monthly or more often if required
SEN Reviews for pupils with EHCPs	Relevant staff, family and pupil if appropriate	Annually or more often if required

SEN Café or external professionals open evening	Inclusion Team, invited professional speakers, parents and carers	Twice per year
Access to external agencies	External agencies are invited into school during the Spring parent-teacher interviews	Spring term
Transition meetings and visits to relevant educational settings: nurseries, Child Development Centre, APAs (Alternative Provision Academy), Secondary Provision and home visits.	Teachers, Inclusion Team, parents/carers and pupils and relevant professionals	Primarily Summer Term, but also <i>as and when</i> needed.

#### 11. How are the school's resources allocated and matched to children's special educational needs?

Each child receives support matched to their own individual level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of the Inclusion Team and external professionals. Support is monitored closely and adapted *as and when* necessary. Furthermore, those learners with complex needs and an EHCP will also have Medium Term Plans. MTPs will include the EHCP outcomes and will have the class topic work woven throughout.

#### 12. Who can I contact for further information?

We have an open-door policy and you are welcome to talk to any member of staff about your concerns or queries. Please make your first point of call the class teacher. The Inclusion Team are also able to offer support. You can also contact **SENDAIASS** (Special Educational Needs and Disabilities Information, Advice & Support Service) on: 01326 331633 or The **Family Information Service** on: 0800 587 8191 who also have a wide range of information on supportive organisations and useful contacts.

#### 13. How is your SEN Information Report reviewed?

The school offer/SEN Information Report is a working document, as we are constantly reviewing our support and interventions. This is also reviewed annually by the Governing Body and Senior Management. A summary of the review will be published on the school's website as an SEN Information Report. All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils.

#### 14. Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should in the first instance talk to the Class Teacher, Inclusion team or the Head Teacher. The SEN Governor is also available to discuss any concerns.