



Truro and Penwith
Academy Trust



Special Educational Needs & Disability (SEND) Policy, Information Report & Local Offer

Date Written	March 2024
Reviewed On	March 2025
Regularity	Annually
Next Review Date	March 2025
This policy has been reviewed and adopted by LGB Date: March 24	



SEND Policy and Information Report

Contents

	Page
1. Introduction	3
2. Our Aims	5
3. Definitions	6
4. Roles and responsibilities	7
5. How we identify SEND	10
6. Monitoring pupil progress	11
7. Working as a team	13
8. Education Health and Care Plans	14
9. Working with other agencies	16
10. Data, Record Keeping and Confidentiality	16
11. How we support our children with SEND (Our Local Offer)	17
12. Appendix A - Services and Organisations we work with	31
13. Appendix B - Cornwall's Local Offer	32
14. Appendix C - Useful Links	33
15. Appendix D – Glossary	34

1. Introduction

Our SEND policy and Information Report aim to:

- Set out how St Erth Primary School will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy and Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs Coordinators (SENDCo's) and the SEN information report.

St Erth Community Primary School is a member of Truro and Penwith Multi Academy Trust (TPAT).

We are a small village school in West Cornwall which prides itself on having an inclusive ethos and ensures every child can access the curriculum, extra-curricular activities and outside visits. The school has 4 classes.

In Reception class all pupils follow EYFS framework and in Key Stages 1 and 2 pupils follow the national curriculum.

Our aim is to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information in different ways and at different rates;
- need a range of different teaching approaches and experiences.

We have a history of working with pupils with a wide range of needs and have consistently achieved 'good' in our Ofsted inspections.

We aim to meet the individual needs of all our children through quality first teaching, identifying additional needs early and offering a range of strategies and intervention programmes targeted to meet the additional needs of individuals and groups. We ensure children's additional needs are met through the Graduated Approach, which includes the Assess, Plan, Do, Review Cycle (APDR).

We provide additional and/or different provision for the range of needs as described in the SEND Code of Practice:

- Communication and Language
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or Physical needs.

We recognise that some of our children will have needs in more than one category.

We have excellent links with our on-site pre-school provision and local secondary schools. Enhanced transition is offered to our most vulnerable pupils moving to secondary school or other provision.

Our highly motivated teachers and support staff have a high level of experience and training relating to a wide range of SEND. Training is ongoing and relevant to current and anticipated need.

We work closely with a wide range of outside agencies to ensure that every child has the opportunity to learn and make progress.

Our school environment (internal and external) and school routines, such as lunchtimes and break times, have been carefully designed to improve pupils' relationships and wellbeing. They are designed with adaptability and accessibility in mind to ensure we provide a welcoming place for all learners.

We have an excellent outdoor environment, which is currently being developed further, This outdoor space enables our Forest School which is a highly beneficial addition to the curriculum.

We also have a Breakfast Club and a wide variety of clubs and extra-curricular activities after school. We work with parents to ensure that children with SEND have access to a range of opportunities for personal development. For example: music tuition, sports clubs and residential trips.

We have strong community links as well as working in close partnership with other schools in the Truro and Penwith School Trust.

We believe that it requires a whole team to help those with SEND. Parents/carers are a hugely important part of this team. They know their children best and are often experts on any disabilities, illnesses or needs their

child may have. We will always endeavour to include parents and value their input, in discussion and planning of provision for their child's needs.

1. Our Aims

We aim to:

- Provide a balanced and broad curriculum that promotes the spiritual, moral, cultural, emotional, academic and physical development of pupils.
- Promote a healthy lifestyle and prepare them for the opportunities, responsibilities and experiences of adult life.
- Give access to the National Curriculum and, for those pupils with general and specific learning difficulties effective and personalised programmes.
- Enable pupils to improve their behaviour to a socially accepted level and offer effective and appropriate support for their emotional development.
- Respect all pupils and encourage them to become active participants in their own learning, develop confidence, independence, self-esteem and express their needs and desires.
- Seek effective links with pupils' families, schools and other professional agencies.
- Seek effective outcomes with transition from home and partner nurseries and also to secondary school as well as to and from other primary schools
- Develop a community of learners working to realise their potential and we are committed to raising aspirations for all.
- Develop communication and self-help skills. Our teachers and teaching assistants are all experienced in delivering learning for pupils with special educational needs.

Staff are committed to identifying and providing for the needs of all pupils, in an inclusive environment where pupil abilities are supported and valued. Staff seek to overcome barriers to learning and are committed to ensuring that special educational needs are catered for in every areas of the curriculum so pupils can achieve positive outcomes.

St Erth Primary School has high expectations of respect and kindness towards each other, using rewards as positive reinforcement and with a view to learning from our mistakes (using metacognitive strategies). See also Behaviour Policy.

3. Definitions

The SEND Code of Practice (2014) uses the following definitions: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them'.

'A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age: and/or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

c) Equality Act 2010 A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005. Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

4. Roles and Responsibilities

4.1 SENDCo

Our SENDCo is: Mrs Karen Golder. She is a qualified teacher with over 25 years of experience and has the National SENDCo qualification.



KGolder@sterth.tpacademytrust.org

Our SENDCo will:

- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support, including early identification.
- With the Headteacher, monitor the progress of all children with SEND and reviewing the impact of EHCP and APDR targets
- Advise Headteacher and governors on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, including the LA and its support services
- Liaise with other providers of education to ensure smooth transitions this could be end of year, end of key stage, or within the school year. Facilitating communication with providers of education, pupils and their parents to ensure the best possible transitions.
- Work with the LGB and TPAT to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Lead and manage Annual Reviews and where applicable Looked After Child (LAC) reviews and Personal Education Plans (PEPs)
- Liaise with the Local Authority and parents about EHCP targets and outcomes

- Review the SEND information report annually
- Link with the schools allocated SEND caseworker
- The SENDCo will ensure a programme of Continuing Professional Development (CPD) program that will benefit parents, Governors and staff throughout the school.

4.2 Local Monitoring Committee – SEND

The Local monitoring committee is responsible for monitoring the provision of education for the pupils at the school.



Our committee member for SEND is Kate Rowan. You can contact her on secretary@sterth.tpacademytrust.org

The SEND member will:

- Help to raise awareness of SEND issues at LMC meetings
- Monitor the quality and effectiveness of SEND

provision within the school and update the LMC on this

- Work with the headteacher and SENDCo to determine the development of the SEND policy and provision in the school
- Our LMC member recruitment will aim to have at least one member of the group with practical SEND experience in some way, either professionally or personally

4.3 Headteacher

Mr William Coleman



head@sterth.tpacademytrust.org

The headteacher will:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.

- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with the local authority during annual EHC plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.
- Work with the SENDCo and SEN Governor to determine the development of the SEN policy and information report (provision in the school}
- With the SENDCo, monitor the progress of all children with SEND and reviewing the impact of EHCP and APDR targets
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Will work with TPAT through various mechanisms including SHIP and PEL who will offer external challenge and support for SEND provision within the school.

4.4 Teachers

Each class teacher is responsible for:

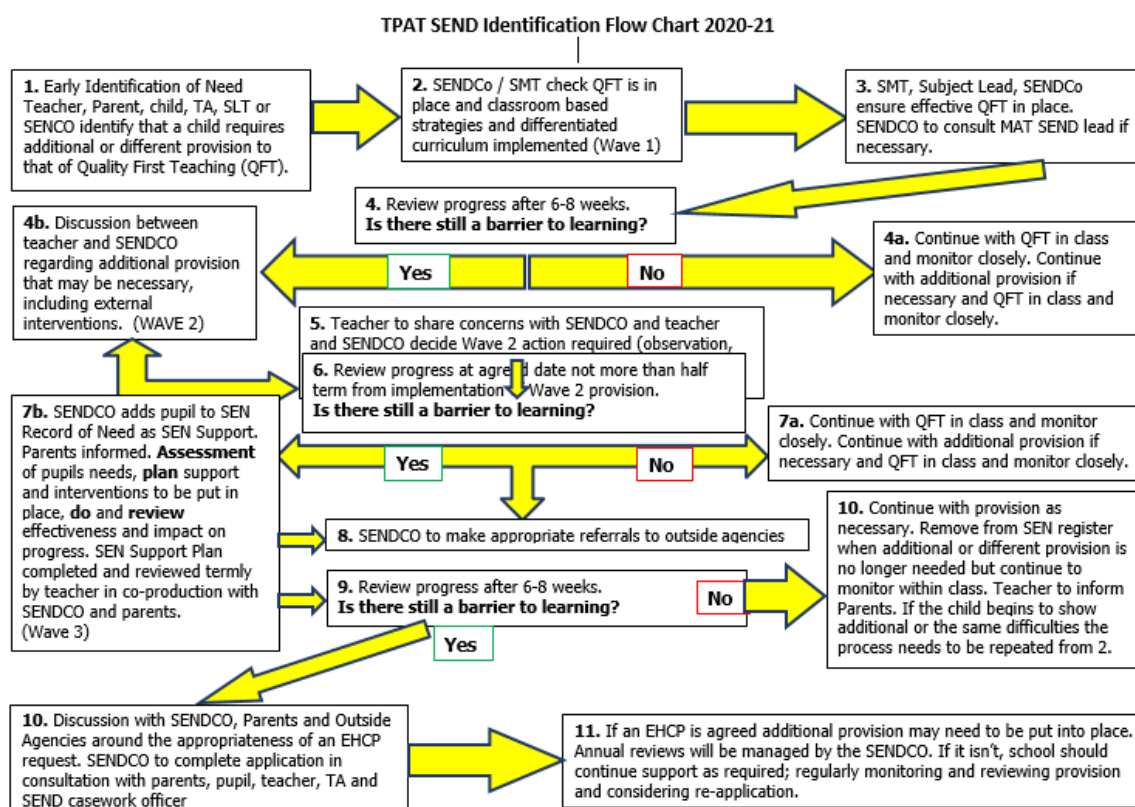
- the progress and development of every pupil in their class, including those with SEND
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- ensuring they follow this SEN policy
- planning personalised curricula that take into account relevant EHCP targets and pupils' individual interests
- being responsible for creating APDR plans and attending reviews with SENDCo, parents and other staff where appropriate.
- providing support and reports for the Annual Review process for children with EHCPs
- Holding termly reviews of all children on the register of need.

We recognise that there needs to be a whole team around the child with SEND. Those involved may differ according to individual need, but will always include the child, their parent/carer, teacher, SENDCo, headteacher and

relevant others.

5. How we identify SEND

Early identification is vital. Teachers, parents and the pupils themselves highlight any difficulties with pupils' learning and these are discussed with the SENDCo. Information may also be received from a previous school or setting. When a concern has been raised, the SENDCo may then advise, or observe in the class and then advise the teacher on strategies/interventions. The pupil will be closely monitored to see if advice followed has closed any gaps. If progress is not made quickly enough, then the school will place the pupil on our SEND register and have a conversation with the parent/carer to inform them of this. (See pamphlet on Website). Every school must keep a register of pupils with SEND and it helps ensure provision is made well for those pupils. At St Erth we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will work with them to try and rectify this situation; identifying and helping with the underlying cause where at all possible.



At St Erth, we ensure that the assessment of educational needs directly involves the learner, their parents/carer and their teacher. The SENDCo will

also support with the identification of barriers to learning. For some learners we may want to seek advice from specialist teams.

6. Monitoring pupil progress

Monitoring progress is an integral part of teaching and learning within the school.

There is regular assessment within lessons, and progress and attainment data is gathered half-termly. This is analysed by both classroom staff, Senior Management Team and SENDCo. The SENDCo also reviews the progress of all pupils with SEND to ensure they are making the expected or better progress. Where this is not the case, the SENDCo will liaise with the teacher, pupil and parents and discuss what the issues are and what action could be taken. The SENDCo is then involved in supporting teachers drawing up APDR plans for children.

The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area.

The SENDCo and the named governor with responsibility for special needs also hold termly meetings.

This support will follow the 'assess, plan, do, review' model and the impact of the intervention measured. This cycle is summarised below

Once a child is placed on SEND Support they enter a system of APDR (Assess, Plan, Do, Review).



Parents and teachers work together to develop targets and strategies to help the child. Review meetings are at least termly.

If relevant, the teacher or SENDCo will consult with parents about seeking advice from external support services.

This could be if a pupil:

- continues to make little or no progress in specific areas over a long period,
- continues working at National Curriculum levels substantially below that expected of children of a similar age,
- continues to have difficulty in developing literacy and mathematical skills,
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service,
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The graduated response using an Assess, Plan, Do, Review strategy employs a small-steps approach ensuring pupils have targets to meet their personal needs. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on an EHC plan or SEN record of need have an APDR plan. Effective planning helps parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person,
- Focus on the child or young person as an individual, not their SEND label,
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

7. Working as a team

The staff at St Erth school work closely with parents and pupils. They value their views and involve them fully in reviewing provision to ensure the pupil's progress and success.

7.1 Partnership with parents and carers

The school works closely with parents and carers in the support of their children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Communication is central to this. Parents and carers have much to contribute to our support for children with special educational needs. As such we have:

- home/school books
- Regular meetings and phone conversations
- SEND Coffee mornings
- APDR meetings termly where parents are asked for their input.
- Yearly Parent Voice survey
- Meet and greets daily with child and parent where needed.

The school website contains details of our policy and Information Report for special educational needs, and the arrangements made for these children in our school. A named governor (Sandra Page) takes a particular interest in special needs and is always willing to talk to parents and carers.

At the regular termly meetings with parents, progress and targets of special needs children are shared and discussed with their parents or carers. We consult with the parents/carers regarding any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We hold regular meetings with Teachers, TAs, SENDCo, SEN governor and Headteacher to review and update the progress of pupils with SEND.

7.2 Partnership with pupils

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their APDRs and in the termly review meetings. Children are encouraged to make judgements about their own performance against their APDR targets. We recognise success here as we do in any other aspect of school life

8. Education, Health & Care Plans

8.1 Assessment

Where a pupil's needs cannot be met through SEN Support school resources, the school will, in consultation with the pupil's parents, request a EHC needs assessment. If the decision is taken by the LA not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision. This process takes 20 weeks. More details can be seen here: [Request an Education, Health and Care Plan needs assessment - Cornwall Council](#)

8.2 Named school

If St Erth Primary school is consulted by the authority regarding being a named school on an EHCP we will respond to the consultation. If St Erth Primary School is named on a pupil's EHC plan we will admit the pupil and ensure that all those teaching or working with the pupil, are aware of the their needs and that arrangements are in place in to meet them. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

8.3 Reviewing an EHC plan

St Erth School will:

- Ensure annual reviews take place at least annually and sooner if required. This includes convening the meeting on behalf of the local authority if requested (interim APDR meetings will also take place between annual reviews).
- Ensure that appropriate arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.
- Targets from the EHCP will be used to inform the termly APDR (Assess, Plan, Do, Review) process.

9. Working with other agencies

The Trust continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and ensure inclusion. See Appendix A.

10. Data, Record Keeping and Confidentiality

Data and record keeping

The school will include details of SEND outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, development of all pupils.

The school uses a confidential online tool called Provision Map to record and share all SEND data. It is interactive so records can be updated quickly. For example. When children reach outcomes set out in their Learning Plan it can be recorded immediately.

Confidentiality




The school will keep EHC plans and other data confidential other than any shared with parental/carer consent and/or if required by law.

11. The levels of support and provision offered by St Erth Primary School




The support and provision St Erth school make for children with SEND can be found in in the table below.

St Erth School SEND information Report – Our Local Offer

1. Listening to and responding to children and young people




Whole school approaches 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued. We know this through pupil surveys. • Pupil voice is heard through School Council and questionnaires. • Small groups provide opportunity for regular conversation e.g. in regular PSHE activities. • All pupils know who they can speak to if they have worries or concerns and are able to identify an adult that they would approach to help them. • accessible SEN information report on website. 	<ul style="list-style-type: none"> • The voices of children with SEND are included and valued. • Small group consultation opportunities are given to encourage all to contribute. • Small group work for those pupils who need help with anxieties or worries eg THRIVE/friendship groups. • During APDR meetings children are listened to and their views are included on APDRs. 	<ul style="list-style-type: none"> • Individual support responds to the views of the pupil. • Pupil's views are an integral part of TAC meetings and SEND reviews. • Documentation is presented in a child friendly format. • Pupils are invited into review meetings where they are encouraged to share their views. Pupil contributions are made verbally, written by the pupil or dictated to an adult. • Meet and greet/Time to talk at start and end of day for children struggling with transitions. • NHS Emotional Mental Health Practitioner is available.

2. Partnership with parents and carers

<p>Whole school approaches</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All parent/carers are actively encouraged to work in partnership with the school. • There are numerous events throughout the year when families are invited to come to school and join in celebrating the children's achievements. • The parents/carers of all pupils are invited to attend parent consultations twice a year in the Autumn and Summer terms. • New EYFS children/parent/carer have a home visit with their class teacher and headteacher in the summer term before they start school. • A progress report is sent home at the end of each term, with a detailed full report to 	<ul style="list-style-type: none"> • Parent/carers are encouraged to contact the school with any query/concern at any time. • Concerns are always heard and acted on. • Parent/carers are encouraged to attend information sessions and workshops in order to support their child's learning. Information about these is shared in the newsletter or suggested to specific families. Phonics sessions for KS1 parent/carers Literacy, Numeracy & Dyslexia workshops for KS2 parent/carers. • SEND Coffee mornings take place for parents of children on the SEND register. 	<ul style="list-style-type: none"> • Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child. • Parents/carers views are an integral part of any SEND reviews and meetings. • Parents/carers are offered support with any parental contribution and accessing documentation as required. • Parent/carers are encouraged to access support from outside of school via the Family Information Service/ Local Offer/CAAP/Cornwall Parent Carers.




<p>parents/carers in the Summer term.</p> <ul style="list-style-type: none"> • Home School reading diaries provide a vehicle for general communication. • Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise. • School website provides information and sign posting for parents/carers. • School website, weekly newsletter and text messaging are used for reminders and general information sharing. • Information sessions and parent workshops linked to Literacy, Numeracy, Phonics, and e-safety are provided at different times through the year. • Early Birds Breakfast club is available to provide childcare before school. • There are a variety of after school clubs and extracurricular opportunities available to pupils each week. 	<ul style="list-style-type: none"> • Termly SEND APDR progress meetings are held between the class teacher and parents. The SENDCo may attend. At these meetings parents views are listened to and recorded. • A small number of SEND reviews are followed by TAC/TAF/PEP/CiC meetings. • The SENDCo and classteachers are happy to talk to parent/carers at other times throughout the year. • Parent views are collected through parent/teacher meetings and surveys. 	<ul style="list-style-type: none"> • The SENDCo holds coffee mornings to help keep parents informed and listen to any concerns. • Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken. • Regular face to face and telephone conversation with SENDCo to ensure progress is being made.
--	---	--

3 The curriculum

<p>Whole school approaches.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The National Curriculum and Early Year’s Framework are used and are designed to ensure all children can be included. • We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, raise self-esteem and raise aspiration. • All children have access to the curriculum with reasonable adjustments made as required. • Tracking and assessment are used to inform planning • Barriers to achievement are identified early to allow effective provision to be put in place. 	<ul style="list-style-type: none"> • Through our rigorous tracking we identify pupils who need additional support/ specific intervention. • Each topic area has been considered and curriculum leads have identified where and how the curriculum can be adapted for those with SEND. • Children access curriculum enrichment opportunities. • Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children. • Intervention tracking monitors progress of those children at risk of making less than expected progress. 	<ul style="list-style-type: none"> • Children with SEND access the curriculum with adult support, scaffolding or modification as appropriate. • Specialist advice is sought and recommended equipment and resources are used as directed e.g. daily exercises as advised by an OT. • Children's interests and strengths are used to encourage engagement in their learning. • The curriculum is adapted to meet individual need e.g. children may go to Riding for the disabled or take part in the Wave Project.

<ul style="list-style-type: none"> • All KS1 pupils access our phonics scheme. • If children have not understood specific concepts in maths and English in the morning then they are reinforced in the afternoon. • We use a topic-based approach catering for all different learning styles. • Outdoor learning is encouraged throughout the school and Forest School experiences are incorporated into our curriculum. 	<ul style="list-style-type: none"> • Small group intervention may include: <ul style="list-style-type: none"> - Phonics - Reading comprehension - Spelling - Numeracy - Fine motor skills/handwriting - Speech and language - Social communication etc 	<ul style="list-style-type: none"> • All children regardless of ability or need are included in all school activities, extra-curricular clubs and school trips. • Specific needs are provided for on a one-to-one basis ensuring the needs of the individual child are met. • Inclusion is important and provision is made so that children with SEND can always have access to school trips.
--	---	--

3. Teaching and learning




<p>Whole school approaches</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All lessons are carefully planned to include focused learning objectives, clear success 	<ul style="list-style-type: none"> • Teachers and Support staff work in partnership, sharing information to ensure provision 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided

<p>criteria, different learning styles and differentiated activities.</p> <ul style="list-style-type: none"> • The school is working towards being reaccredited with the 'Inclusive Dyslexia Friendly Schools' quality mark. • All staff have had training in Trauma Informed Practice • Children work in ability groups, friendship groups, pairs and independently during the school day. • All staff encourage children to use metacognitive practice i.e. using 'Ready, Reflect Review' in all of their learning. • Each class has a TA who supports the teacher by ensuring that all pupils can access activities to further their learning. • There is effective feedback to children - face to face and through marking. • Alternative ways of recording may be used. • Many strategies and equipment are available for all children. For example, pencil grips and coloured overlays. 	<p>is effective and targeted appropriately.</p> <ul style="list-style-type: none"> • Access to needs led small group intervention for reinforcement of concepts requiring over learning and/or pre-teaching of new concepts. This may be taken by the teacher or TA. • Sensory strategies are used for those needing input to be ready to learn ie proprioceptive input between lessons, brain breaks, resistance bands on chairs. • Children are screened for dyslexia. • Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task. • Access to technology such as Talking Tins, laptops, iPAD, etc. • Homework Club/ Teacher Tuition by invitation. • Literacy support tools available for those pupils who have dyslexic tendencies. 	<p>to enable independent learning.</p> <ul style="list-style-type: none"> • Individualised targets are created through the assess, plan, do, review process. These are reviewed on a regular basis in class (between staff and pupil) and at least termly with parents. • One-to-one support may be put in place for the children with the greatest need. This resource is used carefully to ensure the children maintain as much independence and contact with peers as possible. • Bespoke support packages are created for individual children (additional to and different from what is normally available in the classroom) The children receiving this level of support will have needs such as: speech and language, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties or any other difficulty or disability.
---	--	--

<ul style="list-style-type: none"> • Every teacher uses assessment and monitoring to inform their planning. Where, through assessment a teacher has a concern about the progress of a pupil they will speak to the SENDCo and put interventions in place to help the pupil catch up. 	<ul style="list-style-type: none"> • The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices and specific strategies and targets will be put in place to help close the gap. • Planning and teaching will be specifically differentiated to enable to child to make progress. 	<ul style="list-style-type: none"> • Individual targeted teaching following specific programme e.g SALT programme. • Explicit support is given to individual children on how they can develop metacognitive strategies in areas they find difficult. • Advice/Input from specialist teams or outside agency eg Educational Psychologist, teacher for the deaf/visually impaired. • Special test arrangements are organised as required. • Where a child needs specific, complex, ongoing support in additional to, or different from other children an application to the Local Authority for a needs assessment for an EHCP (Education, Health and Care Plan) may be made. • Where a child has an EHCP, targets will relate to their plan in order for them to make progress. • Where a child has an EHCP this will be reviewed at least yearly
---	--	---


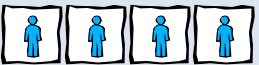

		(or sooner if adults around the child feel it is necessary).
--	--	--

4. Self-help skills and independence

Whole school approaches 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • High expectations for all pupils. • Provision an environment and resources which promote and support independent learning. • Good modelling of independent learning by adults and peers. • Opportunity for pupils to work independently and collaboratively. • Self-peer assessment. • Sensitive tracking by additional adults in class. 	<ul style="list-style-type: none"> • Needs led adult support which encourages independence. • Visual prompts to encourage independent self- help skills. • Personalised equipment e.g. tinted overlays, pencil grips, ear defenders, resistance bands etc available to use when needed. • Supportive use of metacognition. 	<ul style="list-style-type: none"> • Additional adult support is used in a targeted way to help the child identify what help they need and provide strategies to empower them and promote their independence. • Provision of specialist equipment. • Necessary adaptations to environment. • Personalised task boards /timetables. • Personalised visuals eg timers, timetables, traffic Lights, Now

<ul style="list-style-type: none"> • All children are taught strategies for self- help and resilience. • Strategies are taught to all children to help them plan, monitor, and reflect on their own learning, helping them to decide on what tools (both physical and mental) to use to completing a task. (This process is called Metacognition). 		<p>and next boards, working areas etc.</p> <ul style="list-style-type: none"> • Individual Care Plan respecting the child's privacy. • Zones of Regulation and/or Five Point Scale are used to help with self-regulation.
--	--	---




5. Health, wellbeing and emotional support

Whole school approaches 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All staff are trained in trauma informed practice and emotional coaching. • School has a senior mental health practitioner and a trained mental health champion. 	<ul style="list-style-type: none"> • Action taken to ensure children can access relevant opportunities for curriculum enrichment such as providing transport. 	<ul style="list-style-type: none"> • An NHS Emotional Mental Health Practitioner is attached to the school and works with individuals or parents on identified issues.

<ul style="list-style-type: none"> • In Jan/Feb the whole school has a Wellbeing Day. Teams take part in different wellbeing activities throughout the day. • As a school we aim to develop the whole child. • Safeguarding a priority. • Appropriate child protection training including E Safety training has been undertaken by designated safeguarding lead, cover safeguarding lead and other relevant staff. • All necessary risk assessments are in place. • All children access PHSE. • Peer support is encouraged. • Majority of staff are trained in Paediatric first aid to ensure safety of the pupils. • Sex and Relationship curriculum is taught in all year groups using the Jigsaw Curriculum. • Safeguarding information clearly displayed. • School promotes healthy life style living through healthy food/snacks, physical activity, growing etc. 	<ul style="list-style-type: none"> • School Nurse Team available for advice and support for families and school. • Support for families available through Family Information Service (FIS). • Pupils are voted onto the School Council on an annual basis, per class from Y1– Y6. • Staff are Team Teach trained as appropriate. 	<ul style="list-style-type: none"> • School works closely with a range of outside agencies and contributes to TACs, Early Support Meetings etc. • Pupils with specific medical conditions have individual health care plans which are completed with parents. • Meet and Greet. • Individual and/or group Nurture sessions based on Thrive and Trauma Informed Schools Practice. • Medical support given to those pupils who require it on a daily basis and those pupils are encouraged to be independent in helping support their needs. • Additional support for pupils can be requested from: <ul style="list-style-type: none"> - CAMHS - School Nursing Services - Dreadnought - Penhaligon’s Friends - Educational Psychologist
---	--	--




<ul style="list-style-type: none"> • Access to extensive outside space. • Access to Breakfast and After School Clubs & activities. 		<ul style="list-style-type: none"> - Speech and Language therapy service - Behaviour support - Social care - Early intervention programme
--	--	---

6. Social Interaction opportunities

<p>Whole school approaches</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • School visits and camps. • All children have opportunities for social interaction, regardless of need or ability. • All children belong to a class with a named teacher. • All teachers plan lessons that include collaborative working and social interaction. • All pupils are in a 'House Team'. 	<ul style="list-style-type: none"> • Small group activities such as Circle of Friends/social skills group/THRIVE. • School Council represents the views of each class from Y1 – Y6. • Lunch time play ambassadors support inclusion on the playground. 	<ul style="list-style-type: none"> • Individual adult support provided to encourage collaborative activities. • Use of social stories with individual children to promote social skills. • Pupils with dedicated TA time may need supporting during playtimes.




<ul style="list-style-type: none"> • All reasonable endeavours are taken to ensure all children can access visits and residential trips. • School works in partnerships with other schools especially within the St Ives and Hayle clusters of schools. • Extra-curricular clubs are available regardless of need. 		<ul style="list-style-type: none"> • Children with specific and complex needs may have social interaction opportunities included specifically into their curriculum.
---	--	---

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

Whole school approaches 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All areas of the school on the ground floor are accessible to everyone including pupils with special educational needs. • Pupils feel safe in an environment, where bullying is absolutely minimal and dealt with effectively. 	<ul style="list-style-type: none"> • Access to quiet spaces outside. • Alternative arrangements for unstructured times e.g. lunch times. 	<ul style="list-style-type: none"> • Specialist equipment to enable children to be independent e.g. tinted overlays/exercise books used to support pupils with dyslexic tendencies. • Advice followed from specialist teachers for

<ul style="list-style-type: none"> • Named Dedicated Safeguarding Lead/Cover Safeguarding Lead. • Named Health and Safety Governor who undertakes regular audits and checks. • All areas of the school are inviting, engaging, support learning and value children's motivation. • Teacher's focus on rewarding good behaviour to promote a positive learning environment with clear sanctions used consistently. • Rewards and sanctions systems are robust and displayed around the school. 		<p>children with sensory/physical needs.</p> <ul style="list-style-type: none"> • Accessible toilet. • Parking bay for those with a blue badge. • Classrooms and corridors are made accessible for all pupils. • Ramped access to school premises at the main entrance of the building.
--	--	---

8. Transition from year to year and setting to setting

<p>Whole school approaches</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • On site pre-school with comprehensive 	<ul style="list-style-type: none"> • Transition meetings are held between secondary SENDCo, Y6 teacher and our SENDCo 	<ul style="list-style-type: none"> • Individual and supported enhanced transition including extra visits with TA.

<p>transition arrangements in place for entry into EYFS including transition afternoons and lunches in the summer term pre reception.</p> <ul style="list-style-type: none"> • Transition planning for all year 7 with local secondary schools (Hayle and St Ives). • Transfer of all records between classes and settings. • Timetabled meetings for focussed conversation between class teachers. • In house transition day. 	<p>to discuss needs and provision for children on SEN register.</p> <ul style="list-style-type: none"> • Enhanced transition opportunities for pupils in Y6 who may need additional support eg extra visits/learning mentor etc. 	<ul style="list-style-type: none"> • Highly individual communication ensured. • passport including photographs etc shared • Secondary school staff invited to year 5 and 6 annual review. • Parents/ carers offered advice and support ahead of selection. • Liaison provided by SENDCo with second setting during transitions. • Transitions meetings for pupils with EHCPs take place a year prior to peers (or at other times as necessary) with SENDCo, family and other professionals. The SENDCo liaises with the Local Authority and family as appropriate. • Where specialist provision is needed for a child with an EHCP a review is called and the SENDCo and parents work together to provide evidence to the LA that a different provision is needed.
--	---	---

Appendix A

Services and organisations that we work with

Service/organisation	What they do in brief
Child Health Department	Community paediatricians, physiotherapists, occupational therapists (OTs), speech and language therapists, emotional and mental health practitioners and other health professionals work with children with individual needs
Educational Psychology	Specialists in learning, behaviour and child development
SEN Support Services	Teams cover Autism, Educational Psychology, Moving and Handling, Augmented and Additional Communication, Cognition and Learning, Speech and Language, Hearing, Physical and Medical needs, Vision
Speech and Language Therapy (NHS)	Advice and support for all speech and language and communication needs
Child and Adolescent Mental Health Service (CAMHS)	Support children and adolescents with a wide range of emotional, mental health and behavioural issues
Penhaligon's Friends	Support and programmes to help bereaved children and their families
Dreadnought	Support and programmes to help children with behavioural and emotional difficulties
Early Help Hub	Single point of contact and co-ordination service for disabled children
Educational Welfare Service	Promote children's regular school attendance

School Nurse Team	Providing community health services and support to schools, children and their families
Multi Agency Referral Unit (MARU)	Provide advice and multi-disciplinary response to concerns about safety
Statutory Special Educational Needs Service	The Statutory Special Educational Needs (SEN) Service is responsible for: The Education, Health and Care (EHC) needs assessment processes and the maintenance and review of existing EHC plans The team work with, education settings families a range of services and other local authorities.
Sendiass (Special Educational needs and Disability Information and Advice Service)	Provide information and support for parents and carers of children with individual needs
Family Information Service	Provides impartial guidance on local services and support available to families

Appendix B

Cornwall's Local Offer

Cornwall's 'Local Offer' can be found here:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

What's included in the Local Offer?

Cornwall's SEND Local Offer includes the provision and guidance that is available for children and young people:

- who are aged 0 – 25 years; and those
- with or without an Education, Health and Care (EHC) plan or Statement of SEN

Please see this list of things that are included in the SEND Local Offer and quick links to the relevant part of the site.

Appendix C

Links to helpful websites:

National SEND Data

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2022>

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Special Needs Jungle: <https://www.specialneedsjungle.com/>

SEN SOS! : <https://www.sossen.org.uk/>

Cornwall Accessible Activities Programme: <https://www.caapuk.co.uk/>

Parent Carers Cornwall: <http://parentcarercouncilcornwall.org.uk/>

Wellbeing and Autism Wheel: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/information-advice-and-support/council-services/childrens-psychology-service/the-autism-spectrum-team/wellbeing-and-autism-wheel/>

National Autistic Society: <https://www.autism.org.uk/>

PDA Society: <https://www.pdasociety.org.uk/>

Dyslexia Cornwall: <https://www.dyslexiacornwall.org.uk/>

Speech and Language Development: <https://ican.org.uk/i-cans-talking-point/>

Hemihelp: https://www.cimt.co.uk/adults/?gclid=CjwKCAiA-vLyBRBWEiwAzOkGVHiJ2ga2ij_ILzP9MSOk1geRco3BXZih9F2mAclKqgFsdBxm1Z5OLhoCyMsQAvD_BwE

Young Epilepsy: <https://www.youngpilepsy.org.uk/>

Sensory Processing Disorder: www.spdstar.org

Appendix D Glossary

APDR	Assess, Plan, Do, Review	SALT	Speech and Language Therapy/Therapist
CAAP	Cornwall Accessible Activities Programme	SEND	Special Educational Needs and Disability
CAMHS	Childrens and Adolescent Mental Health Service	SENDCo	Special Educational Needs and Disability Coordinator
EP	Educational Psychologist	SENDIASS	Special Educational needs and Disability Information and Advice Service
EHCP	Education, Health and Care Plan	TA	Teaching Assistant
EYFS	Early Years Foundation Stage	TAC	Team Around the Child
FIS	Family Information Service	Thrive	A system to help pupils with emotional difficulties.
KS	Key Stage	TiS	Trauma Informed Schools
Meta-cognition	The process by which children plan, monitor, and reflect on their own learning, This process also helps them to decide on the tools they need to complete a task.	Transition	Any change in schooling, from nursery to school, between years, key stages or schools.
OT	Occupational Therapist	Zones of Regulation	A system to help children emotionally regulate
PSHE	Personal Social and Health Education		

Policy status and review

Written by: Karen Golder
Status: SENDCo
Approval date: March 2023
Review Date: March 2024