



Archbishop Benson C of E Primary School

Our Special Educational Needs & Disabilities (SEND) Information Report 2023-2024



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:

[**SENDco Policy**](#)

Link to our school's Equality Objectives:

[**Equality & Diversity Policy**](#)

Link to our school's Accessibility Plan/Policy:

[**Accessibility Plan/Policy**](#)

**Name of the Special Educational Needs & Disabilities Coordinators:
Mrs Jo Williams (SENCO) and Mrs Jen Barnard (SENCO & Inclusion Lead)**

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

**Name of our Inclusion HLTA (Higher Level Teaching Assistant):
Mrs Charlotte Coldham-Wood**

**Name of our SEN governor:
Mrs Mandy Hoare**

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Archbishop Benson is a large primary school in Truro, Cornwall. We strive to create an inclusive school environment, where all our pupils are encouraged to reach their full potential. We aim to nurture independent, lifelong learners who care and know about the best ways to look after their world and who are creative, confident and happy.

This SEND Information Report details the provision that we offer within our school and the services that we access in order to do our very best to meet the needs of all children within the school, including those with additional needs and disabilities.

Some children find certain aspects of their learning difficult to access. Our Special Educational Needs Policy is designed to support these children enabling them to overcome these hurdles and achieve the highest standards (please see the SEN policy link above, on page 2).

We welcome all children to our school and will make every effort to adapt teaching and learning to support a child's educational development. We have a skilled and dedicated staff who treat everyone as an individual and celebrate all achievements. All classes are fully inclusive.

Support for children is determined by individual need and circumstances. We have **high expectations** for all our children and we aim to fully extend their academic and social development. Throughout their time at our school, children may receive varying levels of support according to their changing needs and circumstances. The information below is a guide to the 'typical' levels of provision. The levels of support and provision will vary across time for individual children in response to their individual needs. Staff are given relevant and appropriate training, according to their needs, the needs of the children and the needs of the school.

As a school, we have a clear approach to identifying and responding to SEND. We work in partnership with the child and their parents/carers to establish the support the child's needs. It is particularly important in the early years that there is no delay in making any necessary special educational provision.

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 Quality First Teaching (QFT) and standard expectation of good classroom practice	Class Based Support with Inclusion Team advice Quality First Teaching (QFT) and standard expectation of good classroom practice
Assess, Plan, Do <ul style="list-style-type: none"> Class teacher identifies gaps/areas of weakness. Information gathering with family and pupil. This indicates needs could be addressed through refinements to QFT and/or targeted class-based interventions. Class teacher ensures adapted classroom practice and use of resources. Time limited, targeted class-based interventions are provided focussing on key areas of concern, then evaluated. 	Assess, Plan, Do <ul style="list-style-type: none"> Teacher to complete 'Referral to Inclusion Team' form and send to Inclusion Manager. 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 differentiated planning, teaching and practice. Inclusion Team to reply and advise. Further class action and advice to be implemented and reviewed.
Review: If targets achieved and progress made: <ul style="list-style-type: none"> Continue to monitor in class but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress: <ul style="list-style-type: none"> Further investigations are needed. 	Review: If targets achieved and progress made: <ul style="list-style-type: none"> Continue to monitor in class but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress: <ul style="list-style-type: none"> 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.

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

SEN Support level

If early identification, using the cycle process above, indicates that there is still an ongoing need despite early intervention, then a child will be added to the SEN Register at the **SEN Support** level. SEN Support builds on high, quality first, 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.

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
- Parents/carers are engaged throughout
- Action is informed by the child's views throughout
- The cycle can be revisited 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 stage.

Assess, plan, do, review cycle

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*

 <u>4 Areas of Need as defined in the Code of Practice</u> 	
SEN Code of Practice p 97: Areas of need are required for pupils at SEN Support. The <i>need</i> can be without diagnosis or a label.	
Cognition and Learning (C&L) Some examples: <ul style="list-style-type: none"> • Specific Learning Difficulty such as Dyslexia (SpLD) • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) 	Social, Emotional and Mental Health (SEMH) Some examples: <ul style="list-style-type: none"> • Social interactions • Becoming withdrawn or isolated • Anxiety / depression

	<ul style="list-style-type: none"> • Displaying behaviours that challenge, disrupt or disturb • ADHD (Attention Deficit Hyperactivity Disorder)
<p>Communication and Interaction (C&I)</p> <p>Some examples:</p> <ul style="list-style-type: none"> • Speech, Language and Communication Need (SLCN) • Developmental Language Disorder (DLD) • Autism Spectrum Disorder (ASD) • Reluctant speakers /selective mutism • Stammer 	<p>Sensory and / or Physical</p> <p>Some examples:</p> <ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Physical Disability (PD) • Sensory Processing difficulties/Multi-Sensory impairment (MSi) • Developmental Co-ordination Disorder (DCD) (previously known as Dyspraxia)

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:

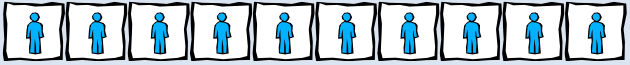
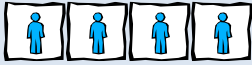

- Review the effectiveness of the support
- Review the impact of the support on the child's progress by RAGGING the targets/outcomes Red, Amber or Green according to success
- Evaluate the impact and quality of support

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




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

The levels of support and provision offered by our school

1. Listening to and responding to children and young people




Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> ✓ Views and opinions of all pupils are valued. ✓ Pupil voice is represented in all aspects of school i.e. <ul style="list-style-type: none"> ➤ Student council ➤ Questionnaires ➤ Pupil conferencing ✓ As well as when speaking to their teachers and other key member of staff, including governors, during subject monitoring. 	<ul style="list-style-type: none"> ✓ SEND children are included in all consultation groups. ✓ Additional provision is developed in light of student voice and observed needs. ✓ Through <i>All About Me</i> Forms, completed as part of the APDR Cycle and through One Page Profiles or Communication Passports. 	<ul style="list-style-type: none"> ✓ Individual support is responsive to the views and needs of children with SEND. ✓ 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 ✓ 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 individuals needs, interests and abilities. ✓ 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.

2. Partnership with parents and carers

Whole school approaches 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"> ✓ Class DOJO ✓ Twitter ✓ Instagram ✓ Facebook ✓ School website ✓ Texting service ✓ Emailing ✓ Reading Record Book with space for teacher and parent comments ✓ Parent/Teacher interviews ✓ Parent/carer surveys ✓ Maths sessions: afternoon workshops ✓ Open door policy ✓ Twice yearly reports to parents/carers ✓ Class assemblies ✓ Whole school assemblies 	<ul style="list-style-type: none"> ✓ Volunteer parental help within school ✓ Parental help on school trips ✓ Parents are informed if their child seems to have a barrier to their learning and as a result is receiving additional support. ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. ✓ 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. ✓ EHCP Review meetings with parents/carers and the child (if possible or via All About Me document) and SENCO. ✓ 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 use support from other parent support services e.g. SENDiASS and Parent Partnership. ✓ Meetings with Inclusion Team on request ✓ SEN café with informal discussions




and/or guest speakers.

3. The curriculum

Whole school approaches. 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"> ✓ There is detailed planning for all subjects with adapted outcomes. ✓ Children have curriculum targets which are monitored and changed when they are achieved. ✓ All pupils Y3-Y6, and some Y2, access the <i>Accelerated Reader</i> programme to enhance independent reading and comprehension skills. ✓ There is effective use of ICT across the curriculum to develop skills and to engage all learners. ✓ Outdoor learning is encouraged across all year groups either on or outside of the school grounds. ✓ TIS: Trauma Informed Schools practice is used to support the wellbeing and social emotional development of our children. 	<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. 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"> ✓ Small group Literacy and numeracy interventions in Key Stage 1 and 2, run by teachers and teaching assistants ✓ Phonics in EYFS, Y1 and Y2. ✓ Social Skills Sessions, including a targeted lunch club, run by our communication champion. ✓ Nurture group sessions; small group or 1:1 ✓ Inclusion sessions ✓ Freshstart Y5 & Y6 ✓ Phonics Interventions Y2/3 (TRUGS) 	<p>Children who are at the SEN Support level or who have EHCPs are catered for accordingly: reasonable, anticipatory adjustments are made as appropriate to the child's individual needs and according to their SEN plans. Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary. The curriculum is appropriately adapted to ensure achievement for pupils with SEND. Specialist provision can include:</p> <ul style="list-style-type: none"> ✓ Inclusion Team offer 1:1 personalised support (Inclusion Manager) ✓ Personalised timetables with a multi-sensory approach tailored to individual needs ✓ Medium Term Plans for those pupils with an EHCP, where the EHCP outcomes are woven into a bespoke curriculum. ✓ Bespoke learning spaces and specialist resources ✓ Experienced teachers and teaching assistants supporting our more




<ul style="list-style-type: none"> ✓ School trips for all year groups. ✓ Overnight stays, for residential trips, in years 4 and 6. 	<ul style="list-style-type: none"> ✓ National Tutoring Programme 	<p>complex children</p> <ul style="list-style-type: none"> ✓ Occupational Therapy/physio informed sensory and physical activity programmes supported by a TA ✓ Use of appropriate information technology provided by the Physical & Medical Needs & Disabilities Team ✓ Speech & Language care plans are followed/delivered by staff. ✓ Sensory diets for those with sensory needs. ✓ Interventions and support plans written in collaboration with the ASD Team. ✓ Specialised adaptations of the curriculum for children with Visual Impairments, including individualised ICT resources.
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school ensures quality first teaching to support the progress of all pupils.</p> <ul style="list-style-type: none"> ✓ Lessons are planned to incorporate different learning styles and encourage thinking skills and meta-cognition. ✓ Dyslexia-Friendly Strategies. ✓ Use of ICT. ✓ Adapted tasks and expectations. ✓ Regular Assessment. ✓ Praise and Reward. 	<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"> ✓ ensure understanding, ✓ facilitate learning, ✓ foster independence and ✓ keep students on task. 	<p>Personalised and highly adapted support is provided, enabling appropriate, independent learning.</p> <p>Individualised provision may include:</p> <ul style="list-style-type: none"> ✓ Dyslexia Screening Test carried out by Inclusion Team or the Cognition & Learning Service. ✓ SEN training for all staff working with specific children. ✓ 1:1 TA support for those pupils with an

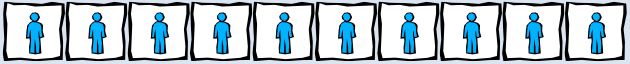


<ul style="list-style-type: none"> ✓ Variety of individual, paired and group tasks. ✓ Different level groupings are identified for each class and pupils are made aware that at least some of the time they will be seated/organised in ability groups. ✓ A whole school assessment and monitoring cycle ensures quality teaching in all classes, which is recorded on <i>Target Tracker</i>. ✓ Learning Objectives are displayed and discussed. ✓ Success Criteria are displayed to support the children's learning. ✓ Termly Pupil Progress meetings, where the Standards Team meet with the teachers to track individual progress which in turn informs provision. ✓ Regular marking and feedback for next steps. Whole school, consistent marking scheme used for promoting independent evaluation and improvement. ✓ Working walls for Maths and Literacy. ✓ Maths and Literacy toolkits. ✓ Key vocabulary displayed. ✓ Metacognition ✓ <i>Behaviour for Learning Strategies</i> to support learning. 	<p>Additional targeted support includes:</p> <ul style="list-style-type: none"> ✓ Interactive displays, learning walls and visual prompts. ✓ Overlays ✓ Coloured, mini white boards. ✓ Coloured backgrounds on interactive boards. ✓ Coloured paper and exercise books. ✓ iPads and laptops for classwork. ✓ SEN training for all staff. ✓ Adapted resources and outcomes. ✓ Additional adult support where appropriate. ✓ Small group teaching. ✓ Ongoing assessments and tracking. 	<p>Education Health and Care Plan (EHCP) and higher-level SEN Support pupils, as and when required.</p> <ul style="list-style-type: none"> ✓ Specialist resources and equipment. ✓ Advice from partner agencies to provide the most appropriate and effective teaching and learning, in line with SEN Support & EHC Plans (see section 11). ✓ Personalised timetables with a multi-sensory approach tailored to individual learning needs. ✓ Bespoke, individualised MTP (Medium Term Plan), which is linked to the class topic and the pupil's EHCP outcomes. ✓ Scrap books / positivity books show evidence of MTP outcomes. ✓ Use of visuals, including photographs, symbols, <i>now & next</i> cards, traffic lights systems emotions cards and visual timetables. ✓ <i>Individual Provision Maps</i> with the <i>assess, plan, do and review</i> cycle to be updated termly with the parents and class teachers, for those on SEN Support and those with an EHC Plan. ✓ Yearly EHCP review meetings to update learning targets. ✓ Individual Precision Teaching Programme. ✓ Pupils' progress and achievements are celebrated to support the development of self-esteem and confidence. ✓ Direct Inclusion Manager support for our TAs who work with complex SEN pupils.
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Actively encourage independent learning. ✓ Have high expectations to allow pupils to develop independence and resilience. ✓ Health & Wellbeing programme to promote positive relationships and behaviours (Jigsaw programme) ✓ Variety of independent, paired and group tasks. <p>Appropriate resources are available in all classrooms to promote independence, such as:</p> <ul style="list-style-type: none"> ➤ Visual timetables ➤ Success criteria ➤ Learning walls ➤ Individual 'Help' cards for pupils to use when they recognise they need additional support ➤ Metacognition 	<p>Pupils can assess personalised provision, appropriate to the individual lesson to support learning. This may include:</p> <ul style="list-style-type: none"> ✓ Use of ICT including iPads and laptops. ✓ Small group interventions with clear visual success criteria. ✓ Adapted tasks. ✓ Instructions are repeated or supported through visual or written prompts. ✓ Pupils have access to: <ul style="list-style-type: none"> ○ Visual timetables, ○ Timers, ○ Toolkits for maths and literacy ✓ Part of the teacher and TA's role is to facilitate independence. ✓ Enterprise sessions providing opportunities for pupils to create ways of raising money. 	<ul style="list-style-type: none"> ✓ Practical assistance for physically impaired. ✓ Break and lunch-time supervision/clubs. ✓ Referrals for Community Support. ✓ Referrals to external community groups. ✓ Additional support for a child is shared between a team of teaching assistants to build consistency and resilience. ✓ Supporting pupils to gain independence in self-help skills. ✓ Access to accessibility toilet and shower facilities. ✓ 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. ✓ Access to our Communication/Autism Champion ✓ Access to Inclusion Manager




		✓ Nurture sessions promoting self-help and resilience
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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> ✓ Inclusion Manager support. ✓ Health & Wellbeing Officer. ✓ Safeguarding Officer. ✓ PSHE programme to develop community awareness, social and relationship skills. (Jigsaw Time) ✓ Feel-Good Friday Activities. ✓ Sex and Relationships Education (SRE) is provided for all pupils at age appropriate levels. ✓ Variety of extra-curricular activities including sport, dance, ICT, cooking, craft, music and gardening. ✓ Presentation and celebration assemblies. ✓ Healthy School status. ✓ KS1 pupils have access to fruit ✓ EYFS pupils have access to fruit and milk. ✓ Praise and reward systems. ✓ Behaviour for Learning and Relationships and anti-bullying policies in place. 	<ul style="list-style-type: none"> ✓ Referrals to partner agencies (see section 11). ✓ Fun Fit intervention at point of need. ✓ Social Skills sessions e.g. <i>Time to Talk</i> delivered by skilled teaching assistants. ✓ Use of a sensory room. ✓ Use of intervention rooms. ✓ Nurture learning promoting self-help and resilience. ✓ Inclusion support groups. ✓ Management of medical needs <ul style="list-style-type: none"> ○ Epilepsy ○ Diabetes ○ Allergies ○ Asthma etc. ✓ Liaison with Medical professionals. 	<ul style="list-style-type: none"> ✓ Medical healthcare plans. ✓ Intimate care plans. ✓ Inclusion Manager for individual support at point of need. ✓ Social Skills sessions. ✓ Dreadnought Intervention (external agency). ✓ CLEAR (external agency). ✓ First Light (external agency). ✓ White Gold (external agency). ✓ Bishop Forum Adventure (off-site provision). ✓ Bereavement support from Inclusion Team. ✓ Penhaligon's Friends (external agency). ✓ County's Early Help Hub (EHH) referrals for specialist support. ✓ CAMHS (Child and Adolescent Mental Health Service) and BLOOM meetings for children who are experiencing more serious emotional difficulties, where other interventions haven't




<ul style="list-style-type: none"> ✓ Reflect and repair work with the aim of working towards positive resolutions and <i>connect to correct</i>. ✓ Friendship Code policy. ✓ First Aid trained staff. ✓ Restorative Approach to support children’s social and emotional learning and development. ✓ PACE (Playfulness, Acceptance, Curiosity and Empathy) approach to support children with their behaviour choices. ✓ Half-termly House point Rewards. ✓ Weekly ‘Star of the Week’. ✓ Weekly Afternoon Tea with the Headteacher. ✓ Over and Above Postcards home from the Headteacher. 		<p>been successful.</p> <ul style="list-style-type: none"> ✓ Individualised interventions e.g. social skills groups, behaviour management. ✓ Individual communication passports or One Page Profiles. ✓ Individual care plans. ✓ Transition booklets for individual children when moving to a new class. ✓ Access to our Communication Champion. ✓ Inclusion support sessions with 1:1 support. ✓ Intervention spaces/rooms. ✓ Specialist equipment. ✓ Boxhall individual assessment and intervention programmes. ✓ Lunchtime club.
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7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Extra-curricular activities. ✓ Year 4 and 6 residential trips. ✓ Class day-trips. ✓ Circle Time. ✓ Activities at lunch and break times i.e. play pod, play leaders (older children supporting younger children at playtimes). 	<ul style="list-style-type: none"> ✓ Small group social skills sessions with positive role models included. ✓ Targeted intervention sessions led by skilled adults. ✓ Supervised lunch and break times by trained adults. 	<ul style="list-style-type: none"> ✓ Referrals to partner agencies (see section 11). ✓ External support groups i.e. Aspires (Dreadnought ASD youth group), True Butterflies, Bishops Forum, Family Support Workers, SCIP workers. ✓ Individual/group Speech and Language sessions.




<ul style="list-style-type: none"> ✓ Partner classes. ✓ Challenge days. ✓ Topic-themed Wow Days. 		<ul style="list-style-type: none"> ✓ 1:1 supervision at lunch and break times. ✓ 1:1 supervision for extra-curricular activities and trips. ✓ Use of Social Stories. ✓ 1:1 sessions with the Communication Champion. ✓ Inclusion Manager input.
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8. The physical environment (accessibility, safety and positive learning environment.

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Nearly all areas of the school are accessible to everybody. However, security to protect our pupils and staff is a priority with restricted entry to the buildings. ✓ Structured rules for moving around the buildings safely. ✓ Risk assessments. ✓ Toilets are adapted by heights and support around them. ✓ Interactive displays in classrooms and corridors. ✓ Outside areas including quiet areas, fields 	<ul style="list-style-type: none"> ✓ Equality and Diversity policy. ✓ Classrooms are made accessible for pupils with sensory needs i.e. reducing noise levels, opening windows, etc. ✓ Sensory room available to those would have sensory needs. ✓ Access to specialist equipment resources where appropriate. ✓ Intervention spaces available for group sessions. ✓ Risk assessments for small groups. 	<ul style="list-style-type: none"> ✓ Disabled Access Policy. ✓ Specialist mobility equipment as required. ✓ Risk assessments for individuals. ✓ Intervention spaces available for individuals. ✓ Liaison with external professionals. ✓ Allergy and Medical list accessible to all staff. ✓ Care plans written with medical specialists. ✓ Accessible toilet/shower facilities. ✓ Staff training on Moving & Handling,

<p>and play equipment.</p> <ul style="list-style-type: none"> ✓ Fire exits are clear, fire drills and lock-down procedures take place regularly. ✓ Accessible equipment is provided according to need. ✓ Pupils feel safe and secure in their environment and empowered to ask for help when required. ✓ There is a designated 'Designated Safeguarding Lead DSL' (and deputy DDSL) and a named teacher for Looked After Children. ✓ Teachers focus on rewarding good behaviour to promote a positive learning environment.. ✓ The rewards and sanctions system is applied robustly on a whole school basis. 		<p>as required.</p> <ul style="list-style-type: none"> ✓ Reasonable and anticipatory adjustments made for individuals' special needs requirements. ✓ Habilitation reports and adaptations for those with vision/mobility impairments.
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ✓ Transition visits to nurseries by EYFS (foundation stage) teachers and SENCO, as required. ✓ Taster afternoons for new Foundation Stage intake which include time for parents/carers to meet over coffee. ✓ Class swaps for all children in July to meet their new class teacher for the year ahead. 	<ul style="list-style-type: none"> ✓ Year 6 transition project for groups of children who need extra transitional support. ✓ Enhanced transition for vulnerable children at secondary schools. ✓ Enhanced transition for new Foundations Stage children including extra visits and phased starts. 	<ul style="list-style-type: none"> ✓ Class teachers/SENCO to visit individual children at nursery or home in EYFS and arrange transition meetings with relevant professionals. ✓ SENCO to arrange transition meetings for those pupils with SEN who are transferring to secondary schools.

<ul style="list-style-type: none"> ✓ Teachers' handover sessions to discuss all children in July in readiness for September. ✓ Year 6 SPLAT days for transition to secondary school. ✓ Year 6 teachers and secondary school colleagues meet to discuss potential tutor groups and individual needs i.e. SEN or welfare needs. 	<ul style="list-style-type: none"> ✓ All teachers are kept up-to-date with the SEN register; 'Record of Need'. 	<ul style="list-style-type: none"> ✓ Enhanced transition packages for Y6 pupils moving onto secondary school. ✓ Secondary school SENCO invited to attend Year 6 SEN Reviews. ✓ Transition meeting for SEN children with teachers and parents. ✓ Individual transition booklets including photographs of staff and classroom. ✓ Liaison with previous setting if children join our school. ✓ Liaison with new setting if children move to another school.
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Some of the services and organisations that we work with regularly (we will access other services if we feel they may be able to provide more appropriate support):

Service/organisation	What they do in brief	Contact details
Educational Psychologists	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: educationalpsychology@cornwall.gov.uk Tel: 01579 341132 There is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
Cognition and Learning Service	Assess children who have cognition and learning needs and assist the school and family in developing strategies to help their progress.	Referral through SENCO. Jo Davidson cognitionandlearning@cornwall.gov.uk
Vision Support	Work with children in school and provide equipment and advice on	Referral through health visitors/ school nurse/GP or SENCO. Sensory Support Service

	improving the quality of their education. (All Reception pupils have a vision screening test).	Sedgemoor Centre, Priory Road, St Austell PL25 5AB 01872 323453
Hearing Support	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).	Referral through health visitors/ school nurse/GP or SENCO. Sensory Support Service Sedgemoor Centre, Priory Road, St Austell PL25 5AB 0172661004
Physical & Medical Needs Support	Assist school in accessing equipment and developing strategies to improve access to all areas of school life.	Referral through SENCO. ICT support One Page Profiles Physical support
Autism Advisors	Assess and observe children and assist schools in meeting the needs of children with Autism.	Referral only possible if a child has a diagnosis, through SENCO. School Autism Advisor: Katie Frampton 0300 1234101
Social Care	Children or families can be referred to social care who can offer practical support at home.	Referral through Early Help Hub (EHH) 01872 322277
Neurodevelopmental Assessment Team	ASD, ADHD, Learning, Sensory and Co-ordination difficulties and other neurodevelopmental conditions - assessments via a multi-disciplinary assessment team.	Referral via professionals 01872 246954
CAMHS	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.	Referral through Early Help Hub (EHH) 01872 322277
Speech and Language Therapists	Assess children to determine their speech and language difficulties.	Referral through Early Help Hub (EHH) 01872 322277

	Provide school with targets and strategies for these children.	
Occupational Therapists	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 Rachel Davies after attending the WRAPS level 1 & 2 courses
Physiotherapists	Observe and work with children in school to assess their needs in terms of physical development.	Referral through GP and Paediatrician
SENDiASS	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.	www.cornwallsendiass.org.uk 01736 751921
School Nurse and Health Visitor Teams	Support given to children and families with health-related issues.	01872 221704 Referral through the Early Help Hub: 01872 322277

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

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 includes Autism Awareness, |Autism and Masking, 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/ionl50iw/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?

What	Who	When
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 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 **SENDIASS** (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.