



Our school:

At Nancealverne we are committed to and passionate about the learning and progress of our pupils. Staff and governors have high aspirations for our children and young people through a broad and varied curriculum, highly structured and personalised learning programmes. We provide a specialist high quality, relevant and balanced education for young people aged 3-19 who have moderate to complex learning difficulties. This focuses on individual, personal and academic achievement-setting high expectations for all. As a school we are also committed to celebrating all achievements and providing a wide range of rich, meaningful and varied opportunities, preparing our pupils well for adulthood and life beyond school. We aim to foster a love of learning, regardless of need; developing independence through inclusive and accessible learning.

Our trust:

Nancealverne School is part of the Special Partnership Trust, an ambitious and inspiring collaboration of specialist provision in Cornwall, with a focus on excellence in learning for everyone. We are committed to ensure that every child, irrespective of need or location gets the best learning opportunities possible. We believe in providing challenge and support in equal measure to our pupils, nurturing the talents and skills of all learners.

The Special Partnership Trust brings together four good and outstanding special schools based in Cornwall; Curnow (Redruth), Doubletrees (St. Austell), Nancealverne (Penzance) and Pencalenick (Truro).

Our local school offer details the provision that we provide within the Trust and outlines our determination to meet the needs of all children within the school and the trust.

Responsible Persons:

The SENCo is Mrs Rebecca Westaway. Telephone: 01736 365039. Email: rwestaway@nancealverne.org.uk

The EHCP Co-ordinator is Miss Zoe Regan. Telephone: 01736 365039. Email: zregan@nancealverne.org.uk

The acting head teacher is Mrs Ruth Carpenter. Telephone: 01736 365039. Email secretary at: shooper@nancealverne.org.uk

Cornwall's Local Offer can be found on the Care and Support in Cornwall website:

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

Types of SEN provided for at Nancealverne School

Nancealverne School is a maintained special school for children aged 3 – 19 years. All current pupils at Nancealverne School have a statement of SEN, an Education, Health and Care Plan (EHCP). All the children at our school have complex and significant needs in the area of cognition and learning as described in the SEN Code of Practice and may be described as having severe/profound and multiple or complex learning difficulties. The range and numbers of pupils with special educational needs changes on an annual basis.

In addition to a learning need, pupils may also have other associated needs in:

- sensory or medical needs, (visual, hearing impairment, epilepsy, life limiting conditions etc.)
- emotional/social needs (including mental health needs)
- communication and interaction difficulties, (autistic spectrum disorders, speech and language difficulties)
- physical needs (e.g. mobility needs, physical disabilities, wheelchair users).

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Procedures.

Services and organisations we liaise with to support our pupils with SEN

Regular liaison is maintained with the following external agencies for pupils at SEN Support as appropriate and pupils with Education, Health and Care Plans such as:

- Therapists e.g. speech and language, occupational, physiotherapy
- Educational psychology
- Medical professionals e.g. school nurse, community paediatrician, child and adolescent mental health care services (CAHMS)
- Social care e.g. family support workers, social workers, disabled children's' team
- Specialists e.g. hearing SALT, teacher of the deaf, teacher of the visually impaired, autism Spectrum Disorder Team

Admissions and Inclusion

All the teachers in Nancealverne School are teachers of children with Special Educational Needs & Disabilities. As such Nancealverne School adopts a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice.

The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. This includes those children with statements of special educational needs and disabilities and education, health care plans and all pupils with additional and different provision.

The National Curriculum will be made available for all pupils. Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom and all pupils have individual targets in core subjects set in line with National outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Annual reviews meetings and Parents' Evenings.

Identification and assessment of SEN

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social emotional & mental health difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at SEN Support.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies and further individualisation of the timetable to further support the success of the pupil.

This may be evident in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/ teaching assistant
- Access to individual/ small group work
- Behaviour modification programmes
- Use of specialist equipment/ resources
- Alternative teaching strategies

The resources allocated to pupils who have special educational needs & disabilities will be deployed to implement these Individual Support Plans at SEN Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage.

If progress is still not achieved the child may be assessed, bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs & disabilities under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary. From September 2014, Education Health and Care Plans replaced Statements of SEND.

Identification of special educational needs and disabilities will be undertaken by all staff through the SENCo and the appropriate records will be maintained. Records will be developed through a process of continuous assessment by the class teacher and/or as a result of standardised tests of educational achievement.

Assessments allow the pupils to show what they know, understand and can do, as well as identify possible learning difficulties. Where necessary pupils will be referred to the SENCo so that a profile of the child's strengths and weaknesses may be created. This can then be used to support referrals to appropriate external agencies.

The progress of children with special educational needs and disabilities will be received through formative and summative assessments, as outlined in the Code of Practice. Pupil reviews will be held termly. In addition, the progress of children with Education Health Care Plans will be reviewed annually, as required by legislation.

Action relating to SEN support will follow an 'assess, plan, do and review' model:

- **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- **Do:** Individualised SEN support will be recorded on a plan that will identify a clear set of expected outcomes (Learning Targets), which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained and may include referral to:

- Specialists in other schools
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service
- Cornwall Education Psychology service
- Parent Partnership
- Cornwall Therapy Services e.g. health, speech and language, physio, occupational.

Types of provision

Throughout school, all pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. As a school we provide a variety of interventions which are needs led and dependent on the pupil. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the school leaders, the SENCo, external verifiers,
- ongoing assessment of progress made by pupils with SEND;
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;
- pupil and parent feedback on the quality and effectiveness of interventions provided;
- Attendance and behaviour records.

By the very nature of our pupils and the significance of their SEND, all of our pupil's access:

- High staffing ratios
- Support specific to a child's SEN, e.g. standing frames, walking frames etc.
- Specialist facilities, e.g. Hydrotherapy pool, wheelchair accessible buses
- Individualised timetables and curriculum taking into account pupils' individual needs and ages.
- External agencies as necessary to meet the child's and families specific needs.

Some of the children in our school may be identified as needing extra help. These children are identified by:

- Concerns raised by parents/carers, external agencies, teachers, or the pupil themselves
- Screening, such as that completed on entry or as a result of a concern being raised which indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs requiring extra help.

Pupil Progress Data

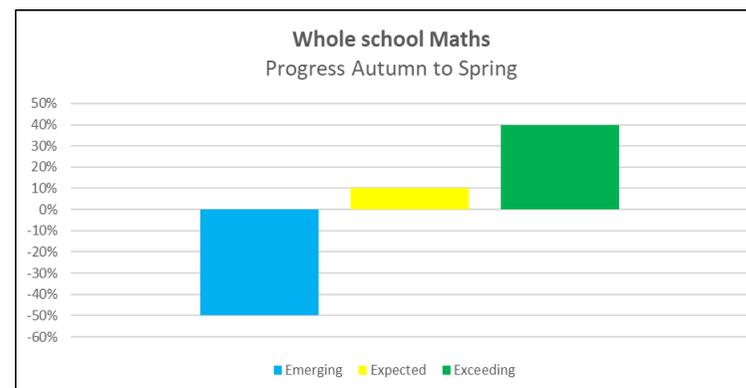
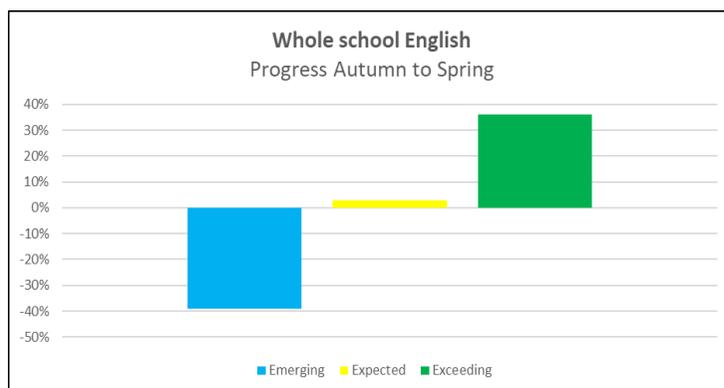
100% of students on roll at the school during the academic year 2018-2019 have an EHCP plan.

This is the attainment data for Autumn Term 2018, organised by key stage:

	Emerging	Expected	Exceeded
KS 1	0%	44%	56%
KS 2	20%	34%	46%
KS 3	18%	29%	53%
KS 4	10%	53%	37%
KS 5	37%	50%	13%
English Spring	Emerging	Expected	Exceeding
	17%	42%	41%

	Emerging	Expected	Exceeded
KS 1	0%	0%	100%
KS 2	20%	42%	38%
KS 3	18%	32%	50%
KS 4	14%	62%	24%
KS 5	33%	54%	13%
Maths Spring	Emerging	Expected	Exceeding
	17%	38%	45%

This is the progress data for the whole school for Autumn Term 2018:



IEP Progress Data

Autumn Terms September 2018 – January 2019 IEP Impact Tracking Data

Headlines - Summary of data

Proportion of targets set under each learning focus area across all pupils:

- 46% of the targets set for our pupils concern communication / social progress
- 29% concern academic/ cognition progress
- 25% concern wellbeing progress

Data by pupil premium status:

- Pupils receiving pupil premium outperformed their peers in communication/social and academic/cognition targets

Data by learning focus area:

- Communication/ social targets achieved the highest success rate in full achievement

Data by primary need:

- % of achieved targets was highest in the communication / social target area for all pupils regardless of need

Data by pupil premium status:

- Boys outperformed girls in % of achieved targets in all areas, however no girls did not achieve their targets (they achieved or partially achieved)

Data by key stage:

- EYFS: 100% of all targets across all areas achieved
- KS1: 100% of communication/ social targets achieved
- KS2: Highest % of achieved targets in academic/ cognition targets
- KS3: Highest % of achieved targets in communication/ social targets
- KS4: Highest % of achieved targets in communication/ social targets
- KS5: 100% of academic/ cognition targets achieved

Spring Terms January 2019 – April 2019 IEP Impact Tracking Data

Headlines - Summary of data

Proportion of targets set under each learning focus area across all pupils:

- Target setting is evenly spread across the areas of learning (33.3% per each 1 of the 3 areas)

Data by pupil premium status:

- Pupils receiving pupil premium outperformed their peers in academic/cognition targets with
- Pupils not receiving pupil premium outperformed their peers in communication and wellbeing targets

Data by learning focus area:

- Communication/ social targets achieved the highest success rate in full achievement

Data by primary need:

- % of achieved targets varied between pupils of different primary needs: % achieved highest in communication for those with MSI and PMLD as primary need, % achieved highest in academic/cognition for those with ASD and SLC as primary need, % achieved highest in wellbeing for those with SLD, MLD, HI and PD as primary need.

Data by gender:

- Boys outperformed girls in % of achieved targets in communication/social and wellbeing, however girls outperformed boys in % of achieved academic/cognition targets

Data by key stage:

- EYFS: High % of targets achieved across all areas with 100% of academic/cognition targets achieved
- KS1: 100% of academic/cognition targets achieved
- KS2: Highest % of achieved targets in wellbeing targets
- KS3: Highest % of achieved targets in academic/cognition targets
- KS4: Highest % of achieved targets in academic/cognition targets
- KS5: High % of targets achieved across all areas with 100% of wellbeing targets achieved

Staff training and expertise in supporting SEN

All staff at the school have experience of working with children with a range of SEN. This includes teachers and teaching assistants.

The current SENCo Mrs Westaway has a specialist bachelor degree in teaching children with special needs, a masters degree in profound, complex and multiple needs and she is currently undertaking the National Award in SEN Coordination at Masters level. She has also attended many training courses, including safeguarding vulnerable children, communication leader, social stories, intensive interaction, autism, social stories and mental health first aid. The SENCo provides advice and support to all classroom staff to support pupils with SEN, alongside referring to external agencies for additional advice where appropriate.

The school has regular visits from specialist therapy providers for advice to staff to support the success and progress of individual pupils. This includes: speech and language therapists, physiotherapists, and occupational therapists.

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist. All staff are trained in Team Teach, safeguarding, prevent (WRAP) and Manual Handling.

Awareness training has been provided to all staff on:

- Medical needs awareness (e.g. Asthma, epilepsy, admin of medication, allergy, first aid)
- Assessment and curriculum (including Phonics: Read Write Inc, precision teach and sensory, earl writing and maths mastery)
- Behaviour
- Safeguarding
- Outdoor play
- Food hygiene
- E-safety

Enhanced training has been provided to specific staff on:

- Reading and Communication
- Administration of medication
- Medical needs, e.g. Gastrostomy feeding, colostomy bags etc
- Higher level teaching assistants

Specialist training has been provided to some staff on:

- Manual handling, team teach leader training
- Safer recruitment
- Safeguarding children with disabilities
- The Thrive Approach
- National Award for Special Educational Need Co-ordination

Future in-service training needs related to special educational needs and disabilities will be identified by the SENCo in consultation with the head teacher and staff and will be incorporated into the staff development plan.

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

<p>Whole trust and school approaches. The universal offer to all children and young people.</p> 	<p>Additional and/ or targeted support and provision</p> 	<p>Specialist and/or individualised support and provision</p> 
<ul style="list-style-type: none"> Views and opinions of all pupils are valued Pupil voice is represented in all aspects of the school e.g. through pupil parliament 	<ul style="list-style-type: none"> SEND pupils are included in all consultation groups Additional provision is developed in light of student voice and observed needs. 	<ul style="list-style-type: none"> Individual support is responsive to the views and needs of pupils with SEND Pupils' views and assessed needs are an integral part of TAC meetings, SEND and Annual Reviews (including pupil contribution forms) Pupils' views are incorporated into personalised curriculums which are represented by their Individual Support Plans All documentation is presented in a format that is accessible to the pupil e.g. child friendly versions of IEPs.

2. Partnership with parents and carers

<p>Whole trust and school approaches. The universal offer to all children and young people.</p> 	<p>Additional and/ or targeted support and provision</p> 	<p>Specialist and/or individualised support and provision</p> 
<ul style="list-style-type: none"> The school works in partnership with all parents 	<ul style="list-style-type: none"> Parents of identified children been invited to 	<ul style="list-style-type: none"> Parents and carers are actively involved in all

<p>and carers. The school can refer to our home school liaison to provide advice to all parents who require additional support in a range of situations.</p> <ul style="list-style-type: none"> • Parents and carers are encouraged to participate in activities to support their children, the school and the wider community • We have a PTA, which is open for any and all parents to join • Parents and carers are invited to attend all progress review meetings and respond to parental view questionnaires. • Pupils' progress reports are sent home bi-annually and with termly parent consultation meetings. • All parents are invited to offered workshops, clinics, open days and in school events e.g. Christmas Fayre, Summer Fete 	<p>healthy weight clinics, provided by community nurses and paediatricians</p> <ul style="list-style-type: none"> • The school website provides ideas to support children's learning. • The SENCo provides ideas to both parents and teachers. • Parents are able to contact the school about their concerns at any time and arrange appointments to discuss matters with the appropriate members of staff. • If pupils are identified as requiring additional and different provision, parents are consulted and advised regarding their children's needs and progress. 	<p>TAC meetings and SEND or Annual Reviews where their views are integral to consultation and development of positive outcomes for their child.</p> <ul style="list-style-type: none"> • Where appropriate, parents are given support to access multi-agency support and are involved in all relevant consultations. • All documentation is presented in a format that is accessible to parents.
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3. The curriculum

Whole trust and school approaches. The universal offer to all children and young people.	Additional and/ or targeted support and provision	Specialist and/or individualised support and provision
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<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of ability, have full access to the curriculum, which is designed to encourage independence and is skills based. • The school incorporates learning through use of the local environment and outdoor learning. This includes access for all on educational visits and trips • Regular data tracking and pupil progress meetings identify pupils who need specific interventions. • The school follows a trust wide behaviour policy 	<ul style="list-style-type: none"> • Intervention packages are needs led. • The progress of all pupils taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group interventions including personalised programmes such as: <ul style="list-style-type: none"> ➢ 1:1 therapy programme work e.g. speech and language ➢ Fine and gross motor skills focused programmes ➢ Sensory diet e.g. wake and shake, occupational therapy, TACPAC ➢ THRIVE interventions to support emotional well-being 	<ul style="list-style-type: none"> • Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary. The curriculum is appropriately differentiated to ensure achievement for pupils with SEND. • The school works in conjunction with appropriate external agencies to provide individualised and specialist provision where required.

4. Teaching and learning

<p>Whole trust and school approaches. The universal offer to all children and young people.</p> 	<p>Additional and/ or targeted support and provision</p> 	<p>Specialist and/or individualised support and provision</p> 
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<ul style="list-style-type: none"> • The school ensures quality first teaching to support the progress of all pupils. • Small group work is integral to all aspects of teaching and learning. • Lessons are planned to incorporate different learning styles and encourage thinking skills. • Pupils' work is consistently assessed and marked to facilitate pupils' understanding of whether they have achieved the learning objective and the next steps in their learning. • Pupils self-assess their understanding and learning throughout the curriculum. 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that pupils have targeted support and provision. • Teaching assistants/class teachers work with small groups to: ensure understanding; facilitate learning; foster independence; support pupils' focus and engagement. • Independent learning is supported where possible through the use of a range of technology such as interactive whiteboards and iPads 	<ul style="list-style-type: none"> • Personalised and differentiated work is provided to facilitate independent learning. • Pupils' progress and achievements are celebrated to support the development of self-esteem and confidence. • High levels of adult support is in place for pupils who need more intensive support but independence is encouraged wherever possible. • Appropriate external agencies are consulted for advice on teaching and learning for pupils requiring highly specialised additional provision.
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5. Self-help skills and independence

<p>Whole trust and school approaches. The universal offer to all children and young people.</p> 	<p>Additional and/ or targeted support and provision</p> 	<p>Specialist and/or individualised support and provision</p> 
<ul style="list-style-type: none"> • Independence and self-help skills are instilled in all pupils from Foundation onwards. • Appropriate resources are available in all classrooms to promote independence, such as: 	<ul style="list-style-type: none"> • Pupils can access personalised provision, appropriate to the individual lesson, to support learning. This may include: <ul style="list-style-type: none"> ➤ Small group support by the teacher or teaching 	<ul style="list-style-type: none"> • Where appropriate, personalised visual supports are used (e.g. now and next, individual timetables or visuals) are utilised to support the development of independence.

<p>learning walls, ICT tools, visual timetables, word banks, transitional supports</p>	<p>assistant</p> <ul style="list-style-type: none"> ➤ Additional visual support in the form of task boards 	<ul style="list-style-type: none"> • Where necessary, intimate care plans are devised with the parents and carers, with the aim of promoting self-help skills. The School Nurse service can also be consulted to further encourage independence in toileting.
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6. Health, wellbeing and emotional support

<p>Whole trust and school approaches. The universal offer to all children and young people.</p> 	<p>Additional and/ or targeted support and provision</p> 	<p>Specialist and/or individualised support and provision</p> 
<ul style="list-style-type: none"> • Emotional resilience and well-being are considered fundamental to effective learning at the school • The PSHE/SMSC curriculum is embedded in all aspects of the school curriculum and includes all pupils • Regular PHSE sessions are held in each class and adapted to the needs of the pupils. • Regular assemblies address PHSE and emotional wellbeing • Risk assessments and safety policies are in place to ensure all children are safe within the school • Routine hearing tests are conducted 	<ul style="list-style-type: none"> • Where appropriate, pupils participate in small intervention groups to promote self-esteem and emotional well-being. The type of provision will be planned according to need. • All staff provide additional support and advice to parents and carers who have concerns regarding their children's health and emotional well-being. The school can also refer to our Family Support Worker as necessary. 	<ul style="list-style-type: none"> • The school has a trained THRIVE practitioner who assesses and delivers personalised THRIVE programmes to pupils requiring additional support. • Students with specific medical conditions have an individual health care plan. • Additional support for pupils can be requested from specialist agencies such as: the CICES team for looked after children; School Nurse Service; CAMHS; social care. • TACs, Early Support meetings and Annual Reviews are supported by a range of agencies.

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

<p>Whole trust and school approaches. The universal offer to all children and young people.</p> 	<p>Additional and/ or targeted support and provision</p> 	<p>Specialist and/or individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everybody. • 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 Officer' (and deputies) and a named professional 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. 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate. 	<ul style="list-style-type: none"> • Designated teaching areas are available, dependent on the specific needs of pupils. • Dedicated resources are matched to pupils' needs.

8. Transition from year to year and setting to setting

<p>Whole trust and school approaches. The universal offer to all children and young people.</p> 	<p>Additional and/ or targeted support and provision</p> 	<p>Specialist and/or individualised support and provision</p> 

<ul style="list-style-type: none"> • The school provides excellent transitional arrangements with local providers (e.g. CDC centres) through our EYFS lead and onwards to post 16 provision, through our Post 16 lead • The transitions from the local nursery settings are carefully planned and involve a number of visits by appropriate staff. New pupils are invited to visit the school on several occasions prior to entry to ensure a smooth transition to school. • Transitions between year groups are carefully planned, with full consultation between relevant teachers and transition visits arranged at the end of the academic year. These also include transition meetings for class teams to discuss individual pupil needs 	<ul style="list-style-type: none"> • The SENCo liaises with all settings to ensure all information is shared to support successful transitions. • Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children. 	<ul style="list-style-type: none"> • The SENCo and class teachers liaise with the relevant settings to arrange additional transition visits for pupils who require a personalised transition programme.
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Answers to Frequently asked Questions

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

- We use a variety of assessment strategies which are monitored regularly to ensure the progress of all children. If your child is not making progress then a range of appropriate assessments will take place to ascertain the nature of your child's difficulties. Please contact your class teacher in the first instance.

Who is responsible for the progress and success of my child in Academy?

- The overall responsibility for your child's success lies with the schools acting head teacher and SPT, supported by the SENCo, class teachers, teaching assistants, yourselves and your child.

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

- The school works in partnership with all parents and carers. Parents and carers are invited to attend progress review meetings, also known as parent evening. Reports are sent home termly. If your child has been identified and assessed as requiring SEN Support or an Education, Health and Care Plan, you will be invited to review your child's plan and progress annually. IEP targets are reviewed and written termly.

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

- Our school has a family centred approach which promotes the emotional wellbeing of all of our pupils. We have staff members trained in the Thrive/TIS approach.

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 the school. If an individual risk assessment is required one will be written by the school.

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

- All staff at the school have experience of working with children with a range of SEN. This includes teachers and teaching assistants. The current SENCo Mrs Westaway has a specialist bachelor degree in teaching children with special needs, a master's degree in profound, complex and multiple needs and she is currently undertaking the National Award in SEN Coordination at Masters level. She has also attended many training courses, including safeguarding vulnerable children, communication leader, social stories, intensive interaction, autism, social stories and mental health first aid. The SENCo provides advice and support to all classroom staff to support pupils with SEN, alongside referring to external agencies for additional advice where appropriate. The school has regular visits from specialist therapy providers for advice to staff to support the success and progress of individual pupils. This includes: speech and language therapists, physiotherapists, and occupational therapists. In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist. All staff are trained in Team Teach, safeguarding, prevent (WRAP) and Manual Handling. Future in-service training needs related to special educational needs and disabilities will be identified by the SENCo in consultation with the head teacher and staff and will be incorporated into the staff development plan.

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

- Provision is made for all children to take part in all learning activities.

How are the schools resources allocated and matched to children's special educational needs?

- Appropriate resources, whether equipment or additional staffing, are available in all classrooms to help all children. In addition the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals.

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 outlined in the SEN Code of Practice (2014) 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, differentiated provision. In this case, the decision may be taken in consultation with you and external professionals, to apply for an Education, Health and Care Plan (previously known as a Statement of Special Educational Need). All pupils also have an individual education plan which consists of 3-4 targets which are worked on over a term, reviewed and new targets set.

Who can I contact for further information?

- You can contact us at the Academy or SENDIASS (previously Parent Partnership) on: 01736 751921. The Care in Cornwall website (previously Family Information Service) also has a wide range of information on supportive organisations and useful contacts.

What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

- Please contact us at the school and we will answer any queries or concerns you may have. If you feel your need is still not being met, please refer to our complaints policy.

How is your local offer reviewed?

- We will review our local offer annually, or when an unforeseen substantial change in policy necessitates a review of aspects of the offer.

Last updated: 12th June 2019