



The Aspire Academy Trust

Our Special Educational Needs and Disability (SEND) Information Report and Local Offer

October 2020

Mawgan in Pydar School is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have.

The education we provide is tailored to meet individual needs both inside and outside of the classroom environment. Staff at Mawgan in Pydar School are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are passionate about the early identification of children's special educational needs; provision mapping is used to ensure additional interventions are implemented for pupils of all abilities. We listen to and work in partnership with families and seek support from partner agencies when it is needed. All children are included in everything we do at their own level.

The 'Graduated Approach' describes the process by which we identify and support children with SEND. There are three levels of support and provision offered by our school:

1. Universal provision – all children in our school receive this first wave of provision
2. Additional, targeted support and provision – some children who are not making expected progress may access some of this second wave of provision
3. Specialist, individualised support and provision – specific individuals with more significant needs may access additional provision through this third wave of provision.

COVID-19 update: Aspire Academy Trust is following the DfE guidance and subsequent Local Authority guidance in all matters related to SEND. Each child with an EHCP is being robustly supported through a risk assessment. Each case is evaluated on an individual basis in collaboration with families and other agencies. Due to COVID-19 some elements of plans cannot be safely delivered despite all reasonable endeavours. In the same way, some elements of the SEND Information report /policy cannot be delivered in full. The DfE recognises that we need to consider 'what can reasonably be provided during this temporary period'.

Link to Special Educational Needs Policy
[Please see website \(Click here\)](#)

Link to Equality and Diversity Policy
[Please see website \(Click here\)](#)

Link to Access Plan
[Please see website \(Click here\)](#)

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Carly Wicks 01637 860491

The levels of support and provision offered by the Aspire Academy Trust

1. Student Voice - listening to and responding to children and young people

<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"> • The views and opinions of all pupils are valued (United Nations Convention on the Rights of the Child UNCRC Article 12). • 'I wish my teacher knew' box in each class for pupils to share their thoughts and feelings. • Pupil Conferencing takes place each term. • Each class has representatives that form our School Council; they meet each term and represent the views of pupils in their class. • Weekly PSHE sessions include class discussions. • Whole School Assemblies focus on key values. • Talk Partner/ group work during lessons. • Pupils' self-assess their learning in each lesson. • Pupils' respond to 'next step' comments in their learning books. 	<ul style="list-style-type: none"> • Students with SEND are included in all pupil conferencing. • Additional provision is developed in light of student voice where appropriate. • 'Time To Think' sheets and discussions encourage pupils to reflect on their behaviour. • IEPs have a 'pupil views' section to ensure their involvement in forming their own targets and provision. • Pupil Passports enable students to share what make them happy and how they like to be supported. • ELSA, Time to Talk, and Draw and Talk sessions enable pupils, who are having difficulties, to express their emotions. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student's views are an integral part of TAC (team Around the Child) meetings and SEND reviews. • Family Support Workers (FSW), Social Workers and Therapists meet with students in school. • Our Educational Psychologist delivers bespoke pieces of 1-1 work with students and their families.

2.Partnership with parents and carers

<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"> • The school works in partnership with all parents and carers. Where possible we have an open door policy. • Parents/carers are invited to attend parent/carer consultations each term. • Parent/carers know exactly who to contact if they have any concerns. • School website is a central point of all information related to school life and we have enhanced our communication links via a social media platform. • Weekly Newsletters from the Head of School ensure strong communication. • Termly class letters from the classteacher inform Parents & Carers of what their children are learning. • Parents/carers are informed of their child's targets on mid term and end of year reports. 	<ul style="list-style-type: none"> • Parent/carers are involved in decisions to place their child on the SEND List and are consulted on the additional support their child will receive. • Parents/carers are invited to comment on their child's progress on IEPs. • Parents/carers are informed of their child's targets on IEPs. • Families are invited to attend extra-curricular activities where appropriate. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework. • Websites are available to support parents with homework. • Parents are able to contact school re concerns at any time. • Staff make themselves available to all parents who require or are identified as requiring additional support. 	<ul style="list-style-type: none"> • Parent/carers are actively encouraged to contribute to pupil's school experience and contribute to targets/action points at termly SEND Review meetings as part of our Assess, Plan, Do and Review cycles. • Parents' views are an integral part of TAC (Team Around the Child) and SEND reviews. • Parent/carers are supported when meeting with a range of partner agencies/professionals with their role being fundamental to ensure engagement with support. • Documentation is presented in a format that is accessible to individual parent/carers. • Parents are encouraged to join in with school trips where appropriate. • Parents are encouraged to engage in one-to-one reading.

3.The curriculum

<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"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • The curriculum is clearly differentiated in teachers' planning to cater for a wide range of needs and learning styles. • All students are able to boost their independent learning and literacy skills. • Termly Pupil Progress meetings to analyse pupil progress and attainment and ensure pupils' needs are met. • Equipment accessible to all, e.g. writing slopes, pencil grips, fiddle toys, wobble cushions. • Assessments are used to identify students who need specific interventions: <ul style="list-style-type: none"> - PIRA and PUMA tests - Headstart GPS tests - Accelerated Reader tests - White Rose end of unit assessments - RWI assessments - Writing frameworks - Pre-key stage frameworks - Phonics testing - SATs. 	<ul style="list-style-type: none"> • Assessments (including dyslexia screening) are used to identify students who need specific interventions. • Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> - literacy- reading, comprehension, spelling, handwriting (Toe by Toe, Phonological Awareness, Precision Teach) - working memory - pre-teaching - numeracy - speech and language - keyboard skills - motor and co-ordination skills (Fun Fit, Write Dance) - social skills - emotional support (ELSA, Tie to Talk, Draw and Talk) 	<ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their special needs and/or disabilities. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • Students with special needs and/or disabilities can access the curriculum at their age appropriate ability. • Advice and support from partner agencies on how to adapt the curriculum to meet individual students' specific needs. • SMART Targets for individuals are devised collaboratively by class teachers and relevant partner professionals. • In exceptional circumstances students can be disapplied from some subjects.

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> 
<ul style="list-style-type: none"> • All students have access to Quality First Teaching from a qualified Teacher. • Lessons are carefully planned and adapted to ensure clear differentiation for a range of abilities, learning styles and interests are catered for. • The whole school uses a 'dyslexia-friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Preferred learning styles are used. • Learning Intentions are displayed and shared with all pupils. • Differentiated Success Criteria are Shared. • Students' work is regularly marked and appropriate feedback is given. • Literacy/Numeracy is a priority: key vocabulary is displayed and discussed. • Alternative ways of recording are used. 	<ul style="list-style-type: none"> • Staff work closely together to ensure pupils with additional needs receive targeted support. • Children requiring additional support are identified on our Provision Maps, showing what type of support is needed. • Staff work with small groups to: <ul style="list-style-type: none"> - pre-teach vocabulary - facilitate learning - ensure greater understanding - foster independence - raise self-esteem and confidence • Alternative recording systems are used, e.g. laptops, ipads, talking pens. • Coloured acetates and paper available to use. 	<ul style="list-style-type: none"> • Personalised and highly individualised learning tasks to meet individual needs. • Advice and support from partner agencies on how to adapt teaching to meet individual needs. • SMART targets are devised and reviewed termly. • One to one support for students who require more intensive support, e.g. those with complex needs, physical disabilities, sensory needs, visual impairment, etc. • Individual behaviour systems implemented. • Special examination arrangements are implemented (in line with DfE Guidelines) in response to identification of individual needs, e.g. readers, scribes, rest breaks, additional time etc.

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"> • All staff are committed to promoting independent learning. • Adults model learning tasks clearly so students can work independently. • Tasks are well differentiated so that students can complete them independently. • Resources are clearly labelled and easily accessible. • Self-help displays encourage independence, e.g. 5Bs, Growth Mindset. • IT further supports independent learning. • Consistent routines and behaviour expectations. • Pupils self-assess their learning. • Students encouraged to edit their work and address next steps in their learning. • PSHE curriculum covers aspects of self-help and independence. • Behaviour Agreement encourages children to be independent by rewarding independent learning. 	<ul style="list-style-type: none"> • Pupils with additional needs have access to individual resources to support them, e.g. visual timetables, 'my task' sheet, prompt cards, learning mats, coloured overlays, reading rulers, timers. • Group interventions promote independent learning by targeting specific needs. • Emotional support intervention encourages pupils to recognise and address their own emotional needs, and encourages positive social interactions and self-esteem. 	<ul style="list-style-type: none"> • Communication aids, e.g. PECS, photo prompts, personalised visual timetables. • Intimate Care Plans and Risk Assessments, following advice from partner professionals, aim to develop pupils' independence. • Individual behaviour charts promote self-help skills.

6. Health, wellbeing and emotional support

<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"> • The contributions of all pupils are listened to and valued. • Whole School Behaviour Agreement ensures clear expectations of pupils, with consistent rewards and consequences. • Positive learning environment and staff-pupil relationships ensure pupils have a trusted adult they can talk to. • Pupil's issues are dealt with effectively and clear records kept. • Assemblies focus on key values. • PSHE lessons which also include RSE (relationships and sex education) and drugs and alcohol awareness. • Buddies are trained to support fellow students. • Counselling support services can be accessed where appropriate. • School nurse service is available through parental or school referral. • A whole school 'Trauma Informed Schools:UK' 'approach is modelled by all members of staff. 	<ul style="list-style-type: none"> • Small group interventions focus on developing students self-esteem, social skills, life skills, and regulating emotions. • Emotional support intervention enables students, who are having difficulties, to express their emotions • Social stories used to help pupils understand specific social situations. • Vulnerable students are able to take time out in a quiet space at break and lunchtimes. • Parenting support for families that require support in ensuring their children's emotional needs are met. 	<ul style="list-style-type: none"> • TACs, SEND meetings and reviews are supported by a range of agencies including the school nurse. • Boxall profiling or Trauma Informed Schools:UK is used to tailor provision to need. • Additional support for students can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - Dreadnought - Aspire Trust School - Penhaligon's Friends - Family support - Social care • Students with specific medical conditions have individual health care plans. • 1:1 TIS:UK sessions.

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"> • All students have opportunities for social interaction during the school day and at playtimes, regardless of need. • Talk partners and peer support encourage good interaction with peers during lessons. • Range of resources available at lunchtimes. • Staff in the playground encourage participation in activities such as skipping, ball games, imaginary play or direct towards other activities to facilitate social interaction. • School Council representatives play an active role in leading school improvements and ensure all pupils' views are heard. • Teamwork during PE lessons encourages positive social interactions. • A wide variety of extra-curricular clubs are available for all ages. • All pupils share enriching experiences of school trips and visitors. • Forest School day trips promote positive social interactions. • KS2 pupils have the opportunity to attend residential experiences. 	<ul style="list-style-type: none"> • Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held within the community. • More able students are encouraged to take part in multi-school sessions at the local secondary schools. • Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions. • Social stories are used to develop understanding of social situations. 	<ul style="list-style-type: none"> • Students are individually supported by TA's to enable their attendance at after school clubs or events when appropriate. • Reasonable adjustments are made to all activities to ensure participation of all students. • 1:1 Speech and Language Therapy sessions develop social interaction skills. • Students with social communication difficulties are supported to ensure they have plenty of non-threatening social interaction opportunities. • Additional support for students can be requested from <ul style="list-style-type: none"> - ASDAT - DCD - Autism specialist

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

Whole school approaches The universal offer to all students 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including students with SEND. • Wheel chair accessible classrooms. • Students feel safe and in an environment where bullying is acknowledged and dealt with effectively. • Staff in the playground encourage participation in activities such as skipping, ball games, imaginary play or direct towards other activities to ensure safe play. • There is a named Designated Safeguarding Officer (and deputies) and a named 'Child in Care' teacher. • All areas of the school endeavours to be an uplifting, positive and supportive learning environment. • Classrooms are calm and organised with clearly labelled resources. • Displays are clear and clutter free and learning environment is accessible to all. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • Portable devices (laptops, tablets, and iPads) ensure all students access learning and have alternative recording methods. 	<ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons e.g. cooking. • Some toilets adapted by height. • Adjustable chairs/ tables can be made available. • Some staff have been trained in positive handling techniques – 'Team Teach'. • Vulnerable students are offered a quiet space at break and lunchtimes. • Fun Fit develops all aspects of students physical development as well as supporting mental wellbeing. 	<ul style="list-style-type: none"> • A range of specialist equipment is available for students with SEND to aid their fine motor skills (e.g. writing slope), attention and concentration levels (e.g. wobble cushion), and sensory needs (e.g. dark den, sensory toys). • Specialist equipment for pupils with physical disabilities ensures their independence. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Positive Handling Plans and Risk Assessments carried out for students with challenging behaviour.

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • There are links with feeder Nursery schools. Teachers and SENDCo identify students who may need extra support at transition. • Primary children visit local secondary schools regularly. • Nursery/Secondary staff visit school to support transition. • Transition events are available and accessible to all students across key stages/year groups and settings. • Transition meetings between staff to share invaluable pastoral and attainment information about students. • In year admissions are invited for a tour of the school and half day visit in their new class. 	<ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition. • Students identified as possibly struggling with transition have many additional visits in small groups. • Additional visits for small groups of year 6 students moving to secondary who are deemed to be more vulnerable to extend opportunities to familiarise themselves with the staff and environment. 	<ul style="list-style-type: none"> • The SENDCo attends EHCP reviews. • Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • Additional individual visits for students with complex needs accompanied by their 1:1 teaching assistant. • Advice sought from other agencies to support individual students with transition to secondary school.

10. Covid-19 Response SEND

<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"> • <i>Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning.</i> • <i>SEND provision overview and SEF/Audit.</i> • <i>Comprehensive Trust wide training sessions for all staff and SENDCos – for example Differentiation, social stories, transitions – return to school and from setting to setting.</i> • <i>Trauma Informed Schools – advice and guidance to support staff, children and communities.</i> • <i>Ensure parental/family engagement.</i> • <i>Whole school approaches to embed new school routines.</i> • <i>Protective Behaviours programme to ensure students feel safe and know how to recognise and express their feelings.</i> 	<ul style="list-style-type: none"> • <i>Review of IEPs for all pupils on SEN support. Ensure any adjustments of targets/provision is in place. Ensure cycles of assess, plan, do, review target and respond to presenting needs now.</i> • <i>Review intervention programme.</i> • <i>Multiagency collaboration and referrals – risk assessments in place.</i> • <i>Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly.</i> • <i>Visual supports and social stories to communicate whole school new routines.</i> 	<ul style="list-style-type: none"> • <i>Review EHCP provision / outcomes are accurate and any adjustments addressed through formal processes with the Local Authority.</i> • <i>EHCP risk assessments when required.</i> • <i>EP planning and support.</i> • <i>Multiagency collaboration and referrals – risk assessments in place.</i>

1. Pupil progress

Pupil progress is monitored, at least termly, through the collection of data and termly progress meetings. During these meetings, the SENDCo, class teacher and Head of School will look closely at the progress that has been made. Provision will be adapted as a result of the meeting. Progress will also be monitored through the pupil's IEP targets. After each cycle, the plan will be reviewed and progress towards each target will be monitored. New targets will be set according to the progress made and provision adapted accordingly.

2. How we know how good our SEN provision is

Rigorous monitoring of the SEN provision is in place. This is a triangulation of information involving the pupil data; book looks and learning walks; and discussions with parents, pupils and staff. When this information is collated together we can see the impact that provision is having for the pupils. The school also uses the Aspire SEN Charter Mark as a way of gauging the quality of Provision. This is a set of standards which have been written, using the Code of Practice 2014, to ensure expectations are in place. Mawgan in Pydar School have achieved the Silver award.

3. If you wish to complain

In the first instance, the class teacher is the best person to speak to. Following this, the SENDCo, then the Head of School are the next points of contact. If you would like support from outside of the school, SENDIASS are able to offer impartial information, advice and support. They can be found at: <https://www.cornwallsendiass.org.uk/>

Answers to Frequently asked Questions

1. How does your school know if children/young people need extra help?

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend Mawgan in Pydar School. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are regularly discussed and reviewed by staff. Children's progress and behaviour are monitored through termly tracking systems. If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child.

2. What should I do if I think my child may have special educational needs?

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head of School. Following these meetings steps will be taken to address any concerns you may have about your child.

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

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Termly progress meetings with staff ensures progress is tracked and monitored appropriately. Where necessary, specific and targeted intervention support will be deployed.

4. How will the curriculum be matched to my child's needs and how will their needs be supported?

At Mawgan in Pydar School we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Wave 1 – support and resources available to everyone in that class; Wave 2 – support and resources available or tailored for small groups of children; and Wave 3 – support and resources specifically designed for or accessible by individual children. All lessons are differentiated appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished. Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for physiotherapy sessions or individual speech therapy support.

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

Mawgan in Pydar School operates an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this staff may ask to speak with parents at the end of the school day, parents are invited to attend Parent Consultations in every term, and in the Summer term annual reports are sent home to parents, after which parents may request an additional consultation with their child's class teacher if they wish. We also hold many informal sessions throughout the year where parents can come to drop in sessions to work alongside their child. All of this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or the Head of School at your request.

6. What support will there be for my child's overall well-being?

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential. As a school, we are all trained with a basic understanding of Trauma Informed Schools:UK – a program which underpins the school ethos and supports pupils with their emotional health and well-being. We have designated TiS:UK practitioners who work closely with identified groups and individuals to give further targeted support.

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

At Mawgan in Pydar School we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named members of staff who are trained to tier 3 in child protection. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

8. What specialist services and expertise are available at or accessed by your school?

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

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

The wide range of out of class activities we provide at Mawgan in Pydar are made accessible to everyone. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of educational visits throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are provided with additional support. This also applies to educational visits and residential visits and adaptations are made where necessary to ensure that every child feels included.

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

Each year the school decides on an allocation of money for special educational needs (SEN). For all children on the school's SEN register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with an Education, Health and Care Plan, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the EHCP. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Educational Plans (IEPs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

11. How accessible is the school environment?

The school buildings at Mawgan in Pydar are accessible to everyone.

12. How is your School Offer reviewed?

Our School Offer is reviewed on an annual basis using feedback from a range of sources alongside recent training and CPD. It is reviewed annually. The next review will be October 2021.