



Treverbyn Academy

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



September 2020- 2021

Treverbyn Academy is an exciting, happy and enthusing primary school which aims to develop each individual in a caring and nurturing way. The children, staff and parents are extremely proud of their school and we aim to be inclusive of all children whatever needs they may have. The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Treverbyn Academy 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 committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate. Every child at Treverbyn Academy has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.




Name and contact details of the Special Educational Needs and Disabilities Coordinator: Ria Blake

Ria.blake@treverbyn.cornwall.sch.uk




01726 850503

The levels of support and provision offered by Treverbyn Academy

1. Pupil 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. • Pupils voice is represented in all aspects of school. • Pupils voice is heard through: <ul style="list-style-type: none"> - Questionnaires - School Council - Pupil Conferencing 	<ul style="list-style-type: none"> • Pupils with SEND are included in all pupil conferencing. • Additional provision is developed in light of student voice where appropriate. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil. • Pupils views are an integral part of TAC meetings and SEND reviews. • Pupils are supported in and involved in target setting.

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 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • Where possible we have an open door policy, for the interim period, because of COVID 19, meetings will be held over the phone. • The parents/carers are invited to attend parent/carer consultation evenings. • Parent/carers know exactly who to contact if they have any concerns. • The school website, facebook page and twitter feed enables parent/carers to understand more about what their young children are learning. 	<ul style="list-style-type: none"> • 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. • Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial. 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. • Advocacy is available to ensure the above. • All documentation can be presented in a format that is accessible to individual parents. • Parents are encouraged to engage in one-to-one reading and activities. • Parent support advisor to be available to work on a 1:1 basis with families.

--	--	--




3. The curriculum

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"> • The curriculum is designed to ensure the inclusion of all pupils. • All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. • All pupils are able to boost their independent learning and literacy skills through application throughout the curriculum. • Assessments (including dyslexia screening) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • Intervention packages are bespoke and needs led. • The progress of pupils taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group or one to one intervention includes: <ul style="list-style-type: none"> -literacy- reading, comprehension, spelling - phonics - handwriting - numeracy - speech and language interventions. - motor and co-ordination skills - social skills -Talk Boost interventions. 	<ul style="list-style-type: none"> • Pupils are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities. • Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. • 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"> • The lessons are carefully planned to include clear differentiation, regular progress checks and different learning styles. • Different level groupings are identified for each class. • Preferred learning styles are used. • Learning Objectives are displayed and shared with all pupils. • Differentiation Success Criteria are Shared with pupils. • Students' work is regularly marked and appropriate feedback is given. • English/Maths is a priority for all staff: Key vocabulary and key terms should be displayed and discussed. • Alternative methods of recording are used. 	<ul style="list-style-type: none"> • Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Class based staff work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. • Independent pupil learning is supported by the use of technology. • Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes, interpreters etc). 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Outreach from special school requested for advice on teaching and learning.

5. Self-help skills and independence

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"> • New disabled toilet for children who require the use of rails, hoist and shower. • Technology is available to aid Independence including the use of I-pads / talking tins and clicker where appropriate. • Resources are available in all class-rooms containing which promote independence. • Literacy chests with a range of resources such as dictionary's (dyslexia friendly) and thesauruses are available in every classroom. • Students have access to : <ul style="list-style-type: none"> - visual timetables - individual time tables - individual behaviour charts. 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom, they facilitate independence. • Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers. 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with students encouraging them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. • Personalised task boards and timetables are in place to support independence.

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"> • PSHE lessons include all pupils using the SCARF approach. • All staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. This is co-ordinated by class teacher/ SENCo. • Counselling support services can be accessed where appropriate. • Pupil issues are dealt with by trained staff, as they arise. • School nurse service is available through parental/ school referral. • Trauma informed schools awareness. • 3 Trauma informed schools practitioners. 	<ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> - self-esteem - social skills - anger management • Risk assessments using the Aspire model are carried out to actively support pupils in their accessing and ensuring their health, well-being and emotional support when required. • Fun Fit' targeted to help children with coordination issues. • Teacher or TA support for children who are experiencing emotional issues. This may take to form of small group circle time and Thrive activities or R-Time. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for students can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - Dreadnought - Penhaligans Friends and other outside agencies as appropriate. • Access to a nurture style provision to provide in depth support around emotional and mental health. • Boxhall profiles. • Motional screens • Pupils with specific medical conditions have individual health care plans. • B-squared is used to tailor provision to need.

--	--	--

7. Social interaction opportunities




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"> • All pupils have opportunities for social interaction, regardless of need. • All pupils are invited on trips and visits subject to necessary risk assessment. 	<ul style="list-style-type: none"> • Sports teams play in local tournaments against other schools in our cluster. • More talented children are encouraged to join clubs held within the community. 	<ul style="list-style-type: none"> • Pupils individually supported by TA's to enable their attendance at after school clubs or events when appropriate. • Talk boost intervention run by schools SALT specialist TA. • 1:1 SALT sessions with schools assistant (this is being run slightly differently due to COVID guidelines.)

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 those students with SEND. • All facilities have wheel chair accessible classes. • Pupils feel safe and in an environment where bullying is acknowledged and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) • All areas of the school endeavours to be an uplifting, positive and supportive learning environment. • Teachers focus on rewarding good behaviour to promote a positive learning environment using 'Good to be Green'. 	<ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons e.g cooking. • Adapted toilets available. • Some toilets adapted by height. • Adjustable chairs/ tables can be made available. • There are named adults who are 'team teach' trained <p>Mel Kent David Freckelton Simon Welch Katie Sinclair Ria Blake Janet Wallet</p>	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled pupils to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Ramps created at specific areas for children requiring entrance and exit with a wheelchair. • Wet room built for specific use. • Support from OT team to ensure adaptations are risk assessed.

<ul style="list-style-type: none"> The rewards and sanctions system is robust and displayed around the school. 		
---	--	--

9. Transition from year to year and setting to setting

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"> There are links with feeder pre-schools. Pastoral leads 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 pupils across key stages/year groups and settings. 	<ul style="list-style-type: none"> 'Buddy' or peer systems are in place for pupils who are particularly vulnerable at transition. (Bubbles) Pupils identified as possibly struggling with transition have many additional visits in small groups. 	<ul style="list-style-type: none"> The SENCO attends annual EHC reviews. Pupils 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.

10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All staff receive training and updates on a regular basis regarding changes, updates to special educational need. • SENDCO holds the National Award for Special Educational Needs Coordinator. • Named director for SEND is Evelyn Kynne. • Family Information Service website is available for parents and staff to access guidance and advice. 	<ul style="list-style-type: none"> • SENCo is up to date and aware of different interventions and possible provisions. • Outside agencies/specialists provide training to meet needs and support. 	<ul style="list-style-type: none"> • SENCo knows how to access specialist and individualised support from agencies. • In our Multi Academy Trust we have a trained and experienced member of staff who undertakes any dyslexia screening. • Specific training from Trauma informed schools practitioners.

11. Services and organisations that we work with:	What they do in brief	Contact details
Educational Psychology Team	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.	Sally Penna-Bray ASPIRE Educational Psychologist.
Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	Sian Blatchford 01208 834488
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness.	Gill Riley Children's Community Therapy Lead 01872 254531
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises and activities so that the child carries them out regularly.	Hannah James Children's Community Therapy Lead 01872 254531
Children's Dietetic Service	This service provides dietetic support to disabled children, their families and the professionals who work with them. The focus is on children diagnosed with a disability who are eating and / or drinking, and who are at risk of under-nutrition.	Alison Botting Children's Community Therapy Lead 01872 254531
Children's disability team	This service provides advice for children with a disability-supporting schools to use a range of equipment including ICT.	Steve Deacon steven.deacon@cornwall.gov.uk
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Social Workers		Cornwall Council Children's, Schools and Families Team 0300 1234 101

Parental Support Advisor	A parental support advisor (PSA) provides a seamless link between home and school which enables a child's well-being and promotes a positive attitude towards education.	Contact through school 01726 850503
Scope	Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children.	01726 212706 cornwall@scope.org.uk
School Nurse	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	
Cognition and learning team	This service works closely with schools, children/young people, parents/carers and the Cornwall Dyslexia Association to ensure the successful inclusion of children and young people on the dyslexic continuum. It does this through working with individual children, young people and their families, consultation and training.	jo.davidson@cornwall.gov.uk
Social Emotional Mental Health Service	This service provides advice, strategies and support related to behaviour. This could include identifying specific triggers, attachment difficulties and providing strategies to manage these.	ASPIRE service through Evelyn Kyne
Educational Welfare Officer	Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home.	Tracey Mcklenon Contact via school: 01726 75858 Central Office: Sedgemoor Centre Priory Road St Austell

12. Pupil progress :

Pupil's progress and attainment is an on-going process of teaching, learning, consolidating and applying. This is by the class teacher and support staff. The special needs coordinator and curriculum coordinators monitor and review this on a half termly basis. The pupils are involved with self-assessments at the end of learning tasks and against learning outcomes in lessons. Considering personalised targets pupils, parents and staff are involved with reviewing the successes of these and setting new goals and targets including celebrations of their achievements and successes. Regular structured conversations with parents help to gather the bigger picture, this then ensures that all children are given the correct support both at school and at home.

13. How we know how good our SEN provision :

At Treverbyn Academy we are always monitoring and evaluating the quality of our SEN provision. We carry out an annual self-evaluation audit alongside the governor responsible for Special Educational Needs. We monitor our provision through governor monitoring visits, SENCO observations and learning walks and conversations with pupils. We then put in place a development plan to lead SEN forward. We also ask parents for feedback and comments during review meetings and through parental questionnaires. In terms of intervention and specific provision there is an entrance and exit assessment made to ensure the pupils are making progress from the provision. We make any appropriate adaptations as necessary.

14. If you wish to complain

If you feel that you have concerns about your child's SEN provision then we urge you to contact school in the first instance, speaking to either the class teacher, or SENCo (Ria Blake) Concerns may then be escalated if necessary to the head of school.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childreancesservicesdirectory.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 Treverbyn Academy. 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 monitored and assessed 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 Teacher. 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. Half 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 Treverbyn Academy 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 learning is 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 emotional wellbeing 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?

Treverbyn Academy 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 both the Autumn term, and in the Summer term annual reports are sent home to parents, throughout the year there are 'open afternoons' whereby parents are invited into the classrooms to share the children's learning and progress. 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 Teacher 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.

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

At Treverbyn Academy 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. How accessible is the school environment?

The whole of the school environment at Treverbyn is accessible to everyone who attends school or who comes to visit us. We have good access to every classroom. We have a disabled changing facility.

9. How will school prepare and support my child through the transition from key stage to key stage and beyond?

Your child will be highly supported by school throughout every transition process. We would meet with everyone involved in supporting a child's needs, talk to the relevant external professionals as well as involving members of staff from the next stage of schooling in these meetings. Where a child is transferring to a secondary school they would be able to undertake extra transition days to allow them to become more familiar with the environment.

10. 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>

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

Everyone is included in everything at Treverbyn Academy. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are supported appropriately. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

12. 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 a 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 statement. 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 Provision Maps). 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.

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

The Special Educational Needs and Disability Co-ordinator (SENDCo) has undertaken the accredited National Award for SEN Co-ordination, a year-long qualification which looks in depth at the differing types of special educational need, research and pedagogy into a wide variety of educational topics as well as how best to support children with SEN in school. Staff are continually taking part in training from Aspire Academy Trust such as Autism in the classroom and

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

If you feel that the Local Offer/Information report or the School Offer is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to Simon Welch (Head of school) or either the SENDCo (Ria Blake).

15. How is your School Offer and Information report reviewed?

Our School Offer and Information Report is reviewed on an annual basis in consultation with staff, parents and hub counsellors.

Name of SENDCo: Ria Blake Dedicated time weekly: 6 hours per week.

Contact email: ria.blake@treverbyn.cornwall.sch.uk

Contact Phone Number: 01726 850503

Name of Hub Councillor with SEN responsibility: Emma Goudge

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to non-negotiables.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by following the SEND flow chart.
- ✓ Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENDCO - criteria
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying scheme (locate on website).

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All teaching staff- open afternoons	Autumn, Spring and Summer term
Parents’ Evenings	All teaching staff	Autumn term
Home-School Book	Any staff member as appropriate	For specific children when required.
Assess, Plan, Do, Review	All teaching staff	Termly

meetings		
Pupil conferencing	SLT	Half Termly
Learning walks	SENDSCO	Termly
Parent's involvement through joint creation of IPMs with class teacher for targets set for both school and home.	Class teachers	Termly
Open door policy	All staff	

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by SENDSCO in partnership with the child/young person, their parents and the class teacher.

This year, provision made for children/young people on our Record of Need has been:

✓ Communication and Interaction

- Ongoing Speech and Language assessments, targets and intervention from Speech and Language Therapist.
- Provision provided by our speech and language teaching assistant which is tailored to the children's needs.
- Talk boost sessions – Spring and Summer term, with reception children.
- 1:1 Read, Write, Inc. sessions.

✓ Cognition and Learning

- Educational Psychology service; teacher drop in session and individual support.
- Dyslexia training for Teaching Assistants.
- Visual timetables
- Use of Numicon
- Precision teaching training for Teaching Assistants.

✓ Social, Emotional and Mental Health

- Trauma informed schools 3x practitioners
- PSA Naomi Hibberd
- Forest schools
- Gardening club
- Behaviour Support Service; Adviser and Behaviour Support Worker individual support.

✓ Sensory and/or Physical Needs

- Physical Disability advisor to support with ICT software, fine motor skills and classroom layout /access.
- Funfit intervention

- Occupational Therapist in to advise and support with adaptations of school building.
- Physiotherapist support
-

During the 2019/2020 academic year, we had 30 Children/young people receiving SEN Support and 6 children/young people with Education, Health and Care Plans of Educational Need.

We monitor the quality of this provision through termly provision maps and intervention assessments and standardised intervention tracker across the school. We have regular lesson observations and monitoring visits from school within the Academy Trust and part of the focus of these visits is to ensure standardised, high quality provision.

We measure the impact of this provision through Pira and Puma, Star reader and Key Stage tests progress or P Scales, pre key stage foundations and track termly linking progress made to provision maps produced by the class teacher. We also measure the impact of Thrive/ Trauma Informed schools using individual screenings on Motional online.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Whole class support, small group support, 1:1 support.
- ✓ Involved in planning and assessment.
- ✓ Lead planned interventions.
- ✓ Behaviour support.

We monitor the quality and impact of this support by performance management, impact for data tracking meetings, observations, monitoring visits, regular training and access to in house Aspire Training.

Distribution of Funds for SEN:

The funds for SEN were allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Trauma informed schools	Helen Craig Ria Blake Mel Kent	Transition from Thrive to Trauma informed schools – 2 days 10 day Trauma informed schools practicionr training.
Restraint and Physical Intervention	Ria Blake Mel Kent	Team Teach

	David Freckelton Janet Wallet Katie Sincalir	
Austim	Becky Read	Autism Champion training.
SALT	Pip Moss	Talk Boost Elklan Language for Learning
Attachment and Trauma	Helen Craig Ria Blake Mel Kent Janet Wallet Ceri Healey	Working with children in school on the Trauma Continuum PACE – working with traumatised children and their carers Disassociation and Trauma Trauma Recovery Model

Whole school training this year has included trauma informed schools, attachment in the classroom, behaviour management and makaton training.

Partnerships with other schools and how we manage transitions:

We ensure that the transition from Nursery to Reception is smooth by transition session in the summer term, we have a staggered start and invite children to stay for lunch. Children from our nursery attend some appropriate assemblies. If children attend an external nursery the teacher will visit the children in their setting.

We support the transition from Reception to Year 1 by working closely through-out the year to ensure the children are familiar with adults within KS1. KS1 have trips and events together. During the summer term we have planned transition sessions.

The transition from year 6 to secondary school is supported through visits to the local secondary schools early in the Autumn term. Children then visit their chosen school twice in the summer term. There are many combined workshops with the local secondary schools.

For children/young people with SEN, they are offered a further transition session by the local secondary schools. Additional meetings are made between Year 6 teacher, SENDCO and secondary school staff for handover.

Year 5 & 6 parents are invited to open evenings at all local secondary schools in the Autumn term and are invited again to their child's chosen school in the summer term.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEN Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should initially go to the class teacher. If this is not appropriate then a meeting should be arranged with the SENDCO.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Simon Welch

The Designated Children in Care person in our school is Ria Blake

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.
Our SEN Policy, School Offer and Information Report have been written in accordance with the SEN Code of Practice 2015, Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.