

Special Educational Needs & Disability (SEND) Information Report & Local Offer (To be read in conjunction with the TPAT SEND Policy

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SEND Information Report and Local Offer- Contents

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1. Introduction

Our Local offer and Information Report read in conjunction with the TPAT SEND Policy aim to:

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

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

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

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

We are a village school in St Hilary village near to Golsithney in West Cornwall, which prides itself on having an inclusive ethos and ensures every child can access the curriculum, extra-curricular activities and outside visits. The school has 7 classes.

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

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

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

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

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

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

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

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

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

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

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

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

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

We have an excellent outdoor environment, which includes: a playground at the top of the school, a large play court at the bottom, adjacent calm Mini-ack play area, outdoor play equipment and large field with wooded areas.

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

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

We believe that it requires a whole team to help those with SEND. Parents/carers are a hugely important part of this team. They know their children best and are often experts on any disabilities, illnesses or needs their child may have. We will always endeavour to include parents and value their input, in discussion and planning of provision for their child's needs.

1. Our Aims

Through our local offer we aim to:

- Provide a balanced and broad curriculum that promotes the spiritual, moral, cultural, emotional, academic and physical development of pupils.
- Promote a healthy lifestyle and prepare them for the opportunities, responsibilities and experiences of adult life.
- Give access to the National Curriculum and, for those pupils with general and specific learning difficulties effective and personalised programmes.

- Enable pupils to improve their behaviour to a socially accepted level and offer effective and appropriate support for their emotional development.
- Respect all pupils and encourage them to become active participants in their own learning, develop confidence, independence, self-esteem and express their needs and desires.
- Seek effective links with pupils' families, schools and other professional agencies.
- Seek effective outcomes with transition from home and partner nurseries and also to secondary school as well as to and from other primary schools
- Develop a community of learners working to realise their potential and we are committed to raising aspirations for all.
- Develop communication and self-help skills. Our teachers and teaching assistants are all experienced in delivering learning for pupils with special educational needs.

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

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

3. Definitions

See Truro and Penwith Academy Trust SEND Policy.

4. Roles and Responsibilities

4.1 SENDCo



Our SENDCo is: Michelle Brant. She is a qualified teacher with over 26 years of experience and has the National SENDCo qualification.

You can contact her on: mbrant@sthilary.tpacademytrust.org

The role and responsibilities of our SENDCo are set out in the TPAT SEND Policy.

4.2 Local Monitoring Committee – SEND



Our Local Monitoring Committee member (formally governor) for SEND is Gary Anderson.

You can contact him on: ganderson.gov@sthilary.tpacademytrust.org

The role and responsibilities of our Local Monitoring Committee are set out in the TPAT SEND Policy.



4.3 Headteacher

Our Headteacher is Mr Rob Hamshar

rhamshar@sthilary.tpacademytrust.org

The role and responsibilities of our Headteacher are set out in the TPAT SEND Policy.

4.4 Teachers

The role and responsibilities of our teachers are set out in the TPAT SEND Policy.

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

4.5 Teaching Assistants (TAs)

We have a team of TAs who work under the guidance of teachers and are trained in certain areas.

Some TAs are trained to provide additional interventions such as Precision teaching, Trauma Informed sessions, maths and literacy catch up.

5. How we identify SEND

If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this each evening at the school gate, call into the office or email them directly- emails are listed each week on the school newsletter.

They will pass the message on to our SENDCO, Michelle Brant who will be in touch to discuss your concerns. You can also contact the SENDCO directly, see above.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

Early identification is vital.

Teachers, parents and the pupils themselves highlight any difficulties with pupils' learning and these are discussed with the SENDCo. Information may also be received from a previous school or setting.

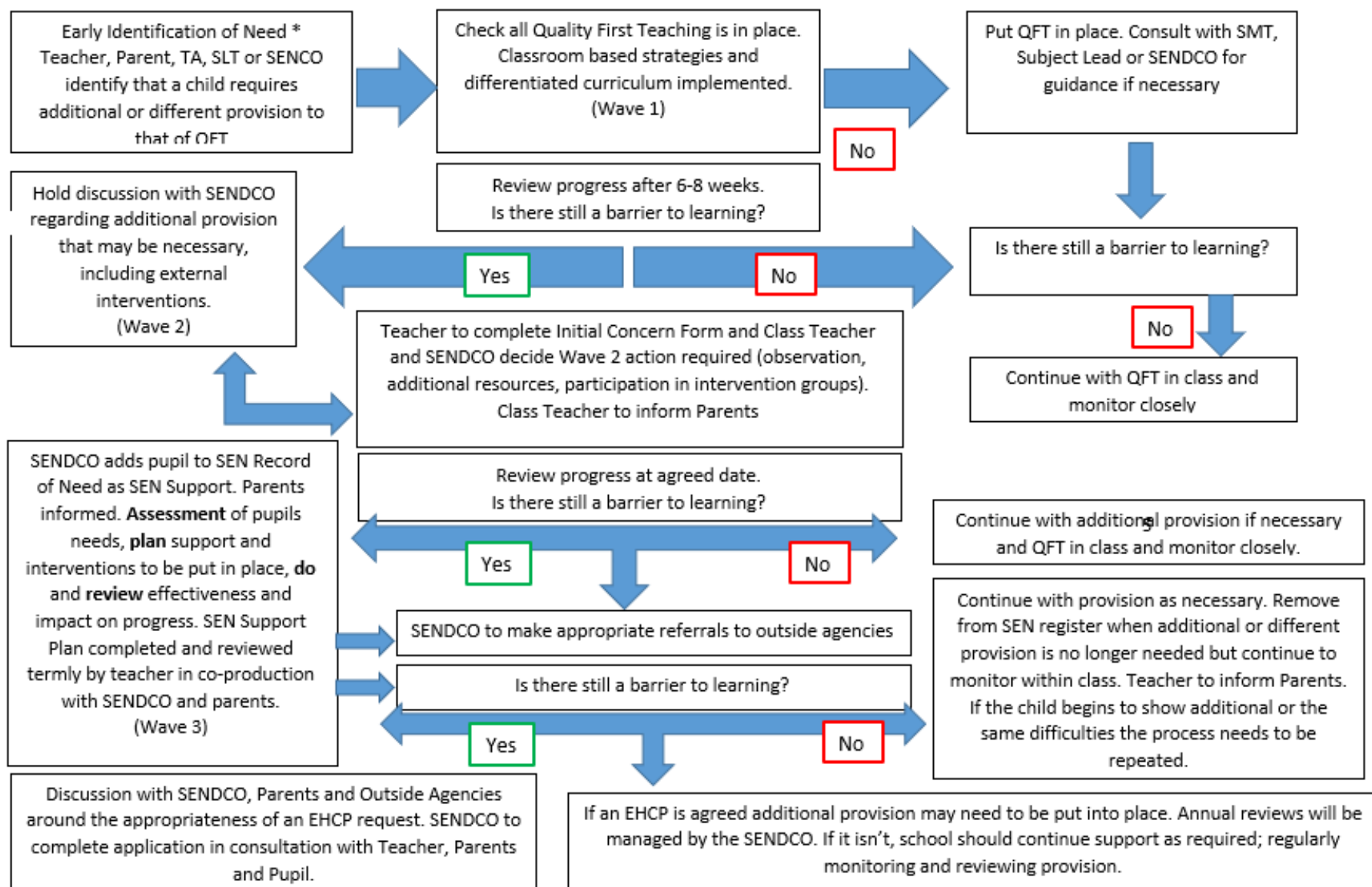
When a concern has been raised, the SENDCo may then advise, or observe in the class and then advise the teacher on strategies/interventions. The pupil will be closely monitored to see if advice followed has closed any gaps.

If progress is not made quickly enough, then the school will place the pupil on our SEND register and have a conversation with the parent/carer to inform them of this.

Every school must keep a register of pupils with SEND and it helps ensure provision is made well for those pupils. At St Hilary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will work with them to try and rectify this situation; identifying and helping with the underlying cause where at all possible.

The flow chart below shows the process of SEND Support:

SEND Identification Flow chart



At St Hilary, we ensure that the assessment of educational needs directly involves the learner, their parents/carers and their teacher. The SENDCo will also support with the identification of barriers to learning. For some learners we may want to seek advice from specialist teams.

6. Monitoring pupil progress

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

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

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

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

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

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

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

If relevant, the teacher or SENDCo will consult with parents about seeking advice from internal (TPAT) and external support services.

This could be if a pupil:

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



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

Effective planning helps parents, children and young people with SEND express their needs, wishes and goals.

7. Working as a team

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

7.1 Partnership with parents and carers

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

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

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

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

7.2 Partnership with pupils

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

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

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Prepare a presentation, written statement, video, drawing, etc.

Discuss their views with a member of staff who can act as a representative during the meeting

Complete a survey.

8. Working with Internal (TPAT) and external support agencies

If required, the school will ask for support from the inclusion team within the Trust and can also refer to external agencies such as:

Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Education welfare officers

Social services and other local authority (LA)-provided support services

Voluntary sector organisations

Local Authority SEND Support Teams.

See Appendix A.

9. Education, Health & Care Plans

9.1 Assessment

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

9.2 Named school

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

9.3 Reviewing an EHC plan

St Hilary School will:

- Ensure annual reviews take place at least annually and sooner if required. This includes convening the meeting on behalf of the local authority if requested (interim APDR meetings will also take place between annual reviews).
- Ensure that appropriate arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.
- Targets from the EHCP will be used to inform the termly APDR (Assess, Plan, Do, Review) process.

10. Data, Record Keeping and Confidentiality

Data and record keeping

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

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

11. The levels of support and provision offered by St Hilary School - our Local Offer

The support and provision St Hilary school make for children with SEND can be found below.

Wave 1 – This is support and provision that is available to the whole school.

Wave 2 – This is support to those who need some additional help. This may be targeted for a particular need and is often time limited.

Wave 3 – This is specialist or individual support for pupils with high or particular need.

Partnership with parents and carers

3

Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child.

Parents/carers views are an integral part of any SEND reviews and meetings.

Parents/carers are offered support with any parental contribution and accessing documentation as required.

Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken.

Regular face to face and telephone conversation with SENDCo to ensure progress is being made.

Parent/carers are encouraged to access support from outside of school via the Family Information Service/Local Offer/Family Help.

Outside agencies requested when needed in partnership with parents, including Family services, Educational Psychologists, Speech & Language Therapists, Occupational Therapists, Neurodevelopmental School Team / Autism in Schools Team, School Nurse, SEN Support Services: Cognition & Learning Service, Physical & Medical Needs Advisory Service, Hearing Support Team; Education Welfare Officer- Personalised attendance clinics which offer support, Child Adolescent Mental Health Services, Children in Care Team/ Virtual School, Other Agencies, such as Dreadnought, Penhaligon's Friends, HeadStart, Jigsaw, SENDIASS- Special Educational Needs & Disability Information, Advice and Support Service

2

- Parent/carers are encouraged to contact the school with any query/concern at any time.
- Concerns are always heard and acted on.
- Parent/carers are encouraged to attend information sessions and workshops in order to support their child's learning. Information about these is shared in the newsletter or suggested to specific families.

Phonics sessions for EYFS parent/carers

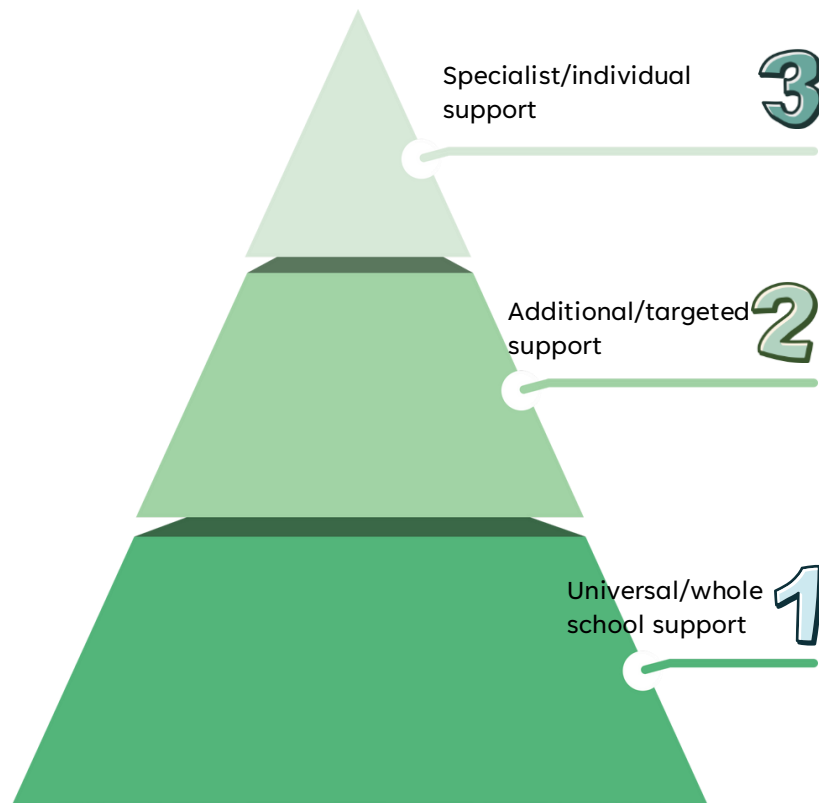
English & Maths workshops

- Termly SEND progress meetings are held between the class teacher and parents. The SENDCo may attend. At these meetings parents views are listened to and recorded.
- A small number of SEND reviews are followed by TAC/PEP/CiC meetings.
- The SENDCo and class teachers are happy to talk to parent/carers at other times throughout the year.
- Parent views are collected through parent/teacher meetings and surveys.

1

- All parent/carers are actively encouraged to work in partnership with the school.
- There are numerous events throughout the year when families are invited to come to school and join in celebrating the children's achievements.
- Welcome meetings held at the beginning of the year, with parents/carers of all pupils invited to attend parent consultations twice a year.
- A full Summer term report available to all parents.
- Home- School planners provide a vehicle for general communication.
- 'Open door' policy throughout the school
- Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise.
- School website provides information and sign posting for parents/carers.
- School website, weekly newsletter and emails are used for reminders and general information sharing. Seesaw is used for work- parents can view & comment on pupils work. Y5/6 use Showbie. EYFS use Seesaw as children's learning journeys.
- Information sessions and parent workshops linked to Literacy, Numeracy, Phonics, and e-safety are provided at different times through the year.
- Breakfast club and after school club 'Funzone' is available to provide childcare before school.
- There are a variety of after school clubs and extracurricular opportunities available to pupils each week.

Listening to and responding to children and young people



Individual support responds to the views of the pupil.
Pupil's views are an integral part of TAC meetings and SEND reviews.
Documentation is presented in a child friendly format, where possible.
Pupils are invited into review meetings where they are encouraged to share their views. Pupil contributions are made verbally, written by the pupil or dictated to an adult.
Meet and greet/Talk & toast at start and end of day for children struggling with transitions.
NHS Education Mental Health Practitioner is available.

The voices of children with SEND are included and valued.
Small group consultation opportunities are given to encourage all to contribute.
Small group work for those pupils who need help with anxieties or worries e.g. TIS/friendship groups.
During APDR meetings children are listened to and their views are included on their Individual Learning Plans (ILP's).

The views and opinions of all pupils are valued. We know this through pupil surveys.
Pupil voice is heard through Pupil Parliament - led by the Y6 pupils and questionnaires. Other child leadership roles in school e.g. subject champions.
Small groups provide opportunity for regular conversation e.g. in regular PSHE activities.
All pupils know who they can speak to if they have worries or concerns and are able to identify an adult that they would approach to help them.
Accessible SEN information report on website.
Children write newsletter reports about their achievements e.g. successes of sporting teams etc. Successes celebrated in school assemblies.
Subject leaders and SENDCo/ Pupil Premium Champion hold regular pupil conferencing sessions in order pupil 'voice' heard, including in more detail for pupils from the most vulnerable groups within school.

The Curriculum

3

Children with SEND access the curriculum with adult support, scaffolding or modification as appropriate.
Specialist advice is sought and recommended equipment and resources are used as directed e.g. daily exercises as advised by an OT.
Children's interests and strengths are used to encourage engagement in their learning.
The curriculum is adapted to meet individual need and a bespoke curriculum sought if appropriate e.g. access to Riding for the Disabled or life skills within school
Access to the school's inclusion hub on an individualised timetabled basis, with the curriculum being led and co-ordinated by the class teacher.
Use of personalised ICT resources as needed e.g. iPad Apps, IT programs as recommended by outside agencies
All children regardless of ability or need are included in all school activities, extra-curricular clubs and school trips.

Specific needs are provided for on a one-to-one basis, when appropriate ensuring the needs of the individual child are met.
Verbal feedback between parents and school at the start and end of each day as appropriate
Inclusion is important and provision is made so that children with SEND can always have access to school trips.
Termly reviews and meetings with parents for children on Record of Need, who have individualised provision maps (IPM's), which record progress through Assess – Plan – Do – Review cycle
'Bespoke' meetings with parents regarding specific issues
Dyslexia screening in place for Year groups. DEST (Dyslexia Early Screening Test) & DST- J (Dyslexia Screening Test- Juniors) utilised, when need identified by teacher or at parental request

2

Group provision maps used within each class outlining provision for groups of pupils and assessing progress made
Small group interventions for maths and literacy provided in each class for those children that need additional support
Phonics support using Unlocking Letters & Sounds, as well as additional materials within lessons and as intervention sessions
Additional daily reading
Termly pupil progress meetings track progress of specific groups e.g. Pupil Premium, SEND, Summer born children.
Each topic area has been considered and curriculum leads have identified where and how the curriculum can be adapted for those with SEND.

Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children.
Children access curriculum enrichment opportunities.
Whole school tracking system- (Insight) to track and monitor different groups of children's progress in order to target interventions
Intervention tracking monitors progress of those children at risk of making less than expected progress.
Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children and may include: phonics, reading comprehension, spelling, numeracy, fine motor skills/handwriting, social communication etc

1

The National Curriculum and Early Year's Framework are used and are designed to ensure all children can be included.
We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, raise self-esteem and raise aspiration.
All children have access to the curriculum with reasonable adjustments made as required.
Whole school tracking system –Insight to track and monitor individual progress.
Effective marking & feedback is used to move pupils on in their learning
The school has invested in I-Pads to enhance the curriculum, including use of Seesaw.
Year 2 and all of KS2 pupils have access to their own iPad (with personal log-in) & Year 1 and Reception pupils have approximately one between two.
Visual timetables in each class with consistent symbols used across the school
Effective use of ICT across the Curriculum-NAACE ICT quality mark re-accredited June 2022

Barriers to achievement are identified early to allow effective provision to be put in place.
All KS1 pupils access our phonics scheme- Unlocking Letters & Sounds
Areas of the curriculum are linked through a project approach to delivering knowledge and skills.
School is a member of range of groups to inform curriculum and ensure up to date practice & methods followed, including: White Rose Maths, Kapow for music, Language Angels for MFL, Jigsaw, Teach Computing, Historical and Geographical Associations, Access Art, Unlocking Letters and Sounds, NCETM Mastery Maths for KS1, Y3 and EYFS
Dyslexia friendly strategies are used in all classrooms, reflecting re-accredited Inclusive Dyslexia Friendly Status (IDFS+) in June 2022
A strong emphasis on our core values, through our badge system to support children to recognise and reach their potential
All classes well supported by teaching assistants for both academic and emotional needs

Teaching and Learning

3

Personalised and highly differentiated work is provided to enable independent learning, where appropriate.
Individualised targets are created through the assess, plan, do, review process. These are reviewed on a regular basis in class (between staff and pupil) and at least termly with parents.
Bespoke support packages are created for individual children (additional to and different from what is normally available in the classroom) The children receiving this level of support will have needs such as: speech and language, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties or any other difficulty or disability.
Use of the 'Inclusion Hub' area for carefully planned 1:1 or small group sessions (planned by the Class Teacher based on the child's personal outcomes)

Individual targeted teaching following specific programme e.g SALT programme.
Targeted interventions within the 'Inclusion Hub' facility for those with an additional need, with specific interventions e.g. social skills groups etc.

2

Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately.
Access to needs led small group intervention for reinforcement of concepts requiring over learning and/or pre-teaching of new concepts. This may be taken by the teacher or TA.
Sensory strategies are used for those needing input to be ready to learn i.e. proprioceptive input between lessons, brain breaks, resistance bands on chairs. Sensory/fidget resources are accessible within every classroom.
Use of visuals& colourful semantics to help make adaptations in lessons.

1

All lessons are carefully planned to include focused learning objectives, clear success criteria, different learning styles and differentiated activities. Entry points utilised for beginnings of units to inspire and motivate the children.
Flexible groupings: Children work in ability groups, friendship groups, pairs and independently during the school day.
The SLT regularly monitors the quality of the teaching and learning.

The school tries to ensure that all displays and learning aids are dyslexia friendly and are multi-sensory (coloured background on slides, dyslexia-friendly fonts, de-cluttered classrooms). Visual timetables are used in every classroom.

All class displays designed to reduce visual stress and create calm learning environments, which have similar key features in each class.

All classes follow the school T & L policy so that there is consistency from class to class in the structure of lessons and signals used by teachers. This helps them to learn.

All staff encourage children to use metacognitive practice in all of their learning. Time for reflection and response

One-to-one support may be put in place for the children with the greatest need. This resource is used carefully to ensure the children maintain as much independence and contact with peers as possible. Explicit support is given to individual children on how they can develop metacognitive strategies in areas they find difficult.
Advice/Input from specialist teams or outside agency e.g. Educational Psychologist, teacher for the deaf/visually impaired.
Special test arrangements are organised as required.
Where a child needs specific, complex, ongoing support in addition to, or different from other children an application to the Local Authority for a needs assessment for an EHCP (Education, Health and Care Plan) may be made.
Where a child has an EHCP, targets will relate to their plan for them to make progress.
Where a child has an EHCP this will be reviewed at least yearly (or sooner if adults around the child feel it is necessary).
Sensory breaks allowed for to maximise learning
Effective use of individual IT programs to consolidate learning. E.g. Ed Shed, phonics apps
Life skills program to generalise learning and target objectives laid out in EHCP's

Dyslexia screening in place for Year groups. DST- J (Dyslexia Screening Test- Juniors) utilised, when need identified by teacher or at parental request
Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task. With Literacy support tools available for those pupils who have traits of dyslexia.
Access to technology such as, I-Pads – apps which can be individualised as needed, e.g. Spelling shed, Accelerated reader, TT Rockstars
Pre-teaching
Alternative methods for recording used e.g. whiteboards, talking postcards, iPads

All lessons have a clear sequence; they start by sharing the 'Learning Journey, linking each lesson with previous learning, future learning and listing key vocab and concepts.
Multi-sensory learning opportunities are used
Opportunities for child led learning
Opportunities for self-assessment
Each class has a TA who supports the teacher by ensuring that all pupils can access activities to further their learning. There is effective feedback to children - face to face and through marking.
Alternative ways of recording may be used.
Many strategies and equipment are available for all children. For example, pencil grips and coloured overlays.
Multi-sensory learning opportunities are used
Effective use of IT e.g. Ed Shed, TT Rockstars, timetable.co.uk, White Rose videos, Kahoot etc.
School holds regular trips for all children with all topics including outdoor trips and/or visits from speakers.
Assemblies themed around core British values, protected characteristics, diversity & inclusion and PSHE lessons

Self-help skills and independence

3

Additional adult support is used in a targeted way to help the child identify what help they need and provide strategies to empower them and promote their independence.
Provision of specialist equipment.
Necessary adaptations to environment.
Personalised task boards /timetables.
Personalised visuals eg timers, timetables, traffic lights, Now and Next boards, working areas etc.
Communication aids, adapted ICT, voice type software, etc.

Where necessary, Intimate Care Plans, Behaviour support plans/ Co-regulation plans and Risk Assessments are devised with the parents and carers with the aim of promoting self-help skills.

The School Nurse service can be consulted to further encourage independence in toileting.
Personalised Life Skills sessions, 1:1 or within a small group, to develop independence and self-help skills for later life (e.g. visit the shop, baking), delivered within The Inclusion Hub nurture provision
Zones of Regulation and/or Five Point Scale are used to help with self-regulation.

2

Needs led adult support which encourages independence.
Visual prompts to encourage independent self- help skills.
Personalised equipment e.g. tinted overlays, pencil grips, ear defenders, resistance bands etc available to use when needed.
Supportive use of metacognition.
Children can access personalised provision, appropriate to the individual lesson to support learning. This may include small group support from the Teacher or Teaching Assistant, additional visual support in the form of task boards and mind maps, as needed.

Task management boards are provided for some children who need learning broken down into smaller steps.
Sensory/fidget resources are available in each classroom and are accessed by children with Sensory Processing needs.
Personalised reward charts are used for some children to support their focus and completion of tasks.
TA modelling / supervision at play and other unstructured times
Y6 lunchtime buddies have been trained to help support younger children and peers at play and lunchtimes.

1

High expectations for all pupils, with adult modelling of expectations and interactions.
Consistent routines and behaviour expectations.
Provision, environment and resources which promote and support independent learning.
Good modelling of independent learning by adults and peers.
Opportunity for pupils to work independently and collaboratively.
Self-peer assessment.
Visual timetables and clear instructions are shared with all pupils.
Success criteria are clearly explained and displayed for pupils to refer to.
All classes take part in outdoor learning sessions each week.
Teaching staff have consistent methodology for transitioning between activities to support pupils, using the Walkthrus approaches.
Resources are clearly labelled throughout the school to support children's independence in accessing resources.
All children are taught strategies for self- help and resilience.

Strategies are taught to all children to help them plan, monitor, and reflect on their own learning, helping them to decide on what tools (both physical and mental) to use to complete a task. (This process is called Metacognition).
Whole school reward and behaviour policy. E.g. certificates and school badge system, house points and other class-based reward systems, are used to reward self-help skills and independent learning.
Regular PSHE sessions based on Jigsaw resources, which also teach mindfulness techniques.
Class teachers assign jobs/ roles within their class.
School Parliament are voted for by the school, with Y6 representatives selected. They meet to share school issues. In past have organised fundraising events e.g. book sales, then ordered resources, been involved in interviewee process for staff recruitment.
Displays and working walls are used to support children's understanding .
Pupils respond to marking/ make comments, as part of Marking & Feedback Policy
Class monitors with specific responsibilities, such as librarian, recycler and other job roles within each class, as assigned by class teachers.
Child voice encouraged and supported in all areas within the school.

Health, wellbeing and emotional support

3

An NHS Emotional Mental Health Practitioner is attached to the school and works with individuals or parents on identified issues.
New Inclusion hub- supports pupils with Social & emotional needs, supporting well being e.g. when they are struggling to come into school.

School works closely with a range of outside agencies and contributes to TACs, Early Support Meetings etc.
Meet and Greet.
Individual and/or group nurture sessions based on Thrive and Trauma Informed Schools Practice.

1:1 weekly Draw and Talk sessions
Individual sensory breaks
Visual Cues/individualised emotional support
Individual risk assessments
Individual behaviour support/ co-regulation plans
Use of social stories
Intimate Care plans

Additional support for pupils can be requested from:

CAMHS
School Nursing Services
Dreadnought
Penhaligon's Friends
Educational Psychologist
Speech and Language therapy service
Behaviour support
Social care
Early intervention programme

Pupils with specific medical conditions have individual health care plans which are completed with parents, including for those children that have diabetes or life-threatening allergies and need an epi- pen. Medical support given to those pupils who require it daily and those pupils are encouraged to be independent in helping support their needs.

2

All children proactively encouraged and supported to access relevant opportunities for curriculum enrichment, such as residentials & school clubs. .

School Nurse Team available for advice and support for families and school.

Support for families available through Family Information Service (FIS), as well as Family Support.

Use of 'The Inclusion Hub' area for children who require learning within a small group or a quieter environment.

Majority of staff have had some training on TIS- Trauma Informed Schools practice.

Fun Fit program – small groups access activities as part of their class provision

Pupils are voted onto the School Council on an annual basis in Y6.

Staff are all trained in Price training, with a focus on de-escalation strategies, but then restraint used if needed to keep pupils safe from harm.

NHS Education Mental Health Practitioner (EMHP) can work with small groups

Targeted group interventions within the Inclusion Hub nurture provision facility for those with an additional need (Social Skills groups, focus on PSHE skills)

1

Positive behaviour is reinforced throughout the school with behaviour policy reviewed at beginning of year by all staff to ensure consistency of approach. The new updated policy uses a relational approach, including a restorative approach, when children are provided with time to talk to each other to resolve issues.

Staff trained in emotion coaching.

School has a senior member of staff who a trained mental health champion.

Weekly PSHE sessions are taught throughout the school using Jigsaw.

Teachers and Teaching Assistants carefully monitor all children's emotional wellbeing

Behavioural incidents are recorded on CPOM's along with their resolutions, the leadership team can then track and support as needed.

Individual class reward systems, as well as whole school use of House Points and school badges.

The 3Es (Excellence, Evolution and Equity) are promoted throughout the school

School rules promoted and referred to regularly in a range of situations across school: Ready,

Respectful, Safe. As a school we aim to develop the whole child. The contributions of every child are valued – secure and supportive learning environment

Focus on developing confidence and self-esteem with a Growth Mindset

Trained Senior Mental Health Lead, who keeps staff updated on training to support good mental health throughout the school

Safeguarding a priority.

Appropriate child protection training including E Safety training has been undertaken by designated safeguarding lead (DSL) and the 2 deputy DSL's. All staff trained annually and given updated safeguarding information, including contextual information and Prevent training.

All necessary risk assessments are in place.

Peer support is encouraged.

All classrooms have a 'home' display board which contains key information, including on wellbeing.

All staff are trained in Paediatric first aid or First Aid, to ensure safety of the pupils.

Sex and Relationship curriculum is taught in all year groups.

Safeguarding information clearly displayed throughout school

School promotes healthy lifestyle living through healthy food/snacks, physical activity, growing etc.

Access to extensive outside space.

Access to Breakfast and After School Clubs & activities.

Wide range of music lessons available in school including: guitar, violin, drums, keyboard, cello, wind instruments, with aim of promoting confidence and ability to perform.

Chair club available to Y3 upwards

Commitment to physical activity and high quality PE, as well as daily mile, Tabata, Go-Noodle activities built into school day

Social Interaction Opportunities

3

Support for groups that are struggling to interact appropriately is available from trained staff, where appropriate. Social Stories/Comic-Strip Conversations are used to support individual pupils. Support during break times for those who require scaffolding with social interactions (some children have a 1:1 adult). Children with specific and complex needs may have social interaction opportunities included specifically into their curriculum. Forest School groups targeted around individuals to support social interactions. Individuals with higher levels of need may have access to a bespoke curriculum, which matches their needs.

2

Support for groups that are struggling to interact appropriately is available from trained staff, including where appropriate:
Weekly Social Skills groups,
Weekly nurture group sessions provided for children who require extra social support,
Personalised Life Skills sessions, within a small group, to encourage social interaction within the wider community (e.g. trips to the shop).
School Council represents the views of each class.

1

Whole-school assemblies encourage recognising and celebrating achievements as well as links to the community through regular visitors and guest speakers.
All children take part in weekly PSHE sessions using Jigsaw.
A wide range of after-school clubs are on offer, these enable children within different year groups to interact.
All children attend whole school residentials and day trips/visits and shared experiences.
All children have opportunity to attend whole school events e.g. 'school fairs', Harvest celebration, Christmas plays and celebrations.
Large variety of after school clubs.
Y6 children trained as Lunchtime Buddies, in order to support peers and younger children at play & lunchtimes.
The 3Es (Excellence, Evolution and Equity) are promoted throughout the school.
School rules; Ready, Respectful, Safe promoted and referred to regularly in a range of situations across school.

In EYFS Wellcomm is used as an assessment and intervention tool. EYFS also use the SHREC approach- Shared attention, response, expand & conversation. Pupil Parliament are elected by peers and children can approach these with any concerns/ issues. Meetings are minuted and issues followed up. House/ Vice Captain promote engagement in in-house competitions in a range of areas including Art, IT, TT Rockstars, Sport.
Social interaction supported through gathering of child voice in a range of areas across the school.
Subject ambassadors help with assemblies, monitor & complete book looks with staff subject leads.
Arts Council focus on all creative art subjects with staff Art subject lead.
All children have opportunities for social interaction, regardless of need or ability.
All children belong to a class with a named teacher.
All teachers plan lessons that include collaborative working and social interaction.
School works in partnerships with other local schools especially within the Truro and Penwith Academy Trust group of schools.

The Physical Environment

3

A 'distraction free' or personal workspace can be set up for a child as needed within the class space.

Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards.

All staff within the school have received Price training, which is reviewed and updated regularly.

Specialist equipment allows disabled pupils to be as independent as possible.

Specialist advice sought on how to adapt the environment for those children with additional physical needs, including from OT's and the Physical and medical needs team.

Designated teaching areas are available, dependent on the specific needs of the children.

Dedicated resources are matched to children's needs (e.g. adjustable chairs, specialised cutlery).

Classrooms and corridors are made accessible for all pupils, as far as possible.

Specialist equipment to enable children to be independent e.g. tinted overlays/exercise books used to support pupils with dyslexic tendencies.

Advice followed from specialist teachers for children with sensory/physical needs.

Moving and handling training is offered to staff when necessary (this is bespoke to the individual needs of children).

There is a disabled toilet on site for those children who require personal care (with an Intimate Care Plan and Risk Assessment in place as agreed by parents).

Personal risk assessments are in place for specific children who might try to leave the school premises.

Accessible toilet available.

Specialist equipment such as specialist seating/ handrails provided through the school, on the advice from therapists and health colleagues.

Specialist communication aids as appropriate.

Sound clouds are in certain areas of the school to help those with hearing issues.

2

Access to quiet spaces outside.

Alternative arrangements for unstructured times e.g. the 'Calm Cafe' at lunch times.

Sensory/fidget resources are available in every classroom for children with Sensory Processing needs.

Timetabled group rooms for additional needs and intervention groups.

Quiet work areas can be accessed throughout school.

1

All areas of the school are accessible to everybody.

Children feel safe and secure in their environment and empowered to ask for help when required. Bullying is absolutely minimal and dealt with quickly and effectively.

There is a Designated Safeguarding Lead (and 2 Deputies) and a designated member of staff for Previously Looked After Children and Children in Care Teachers focus on rewarding good behaviour to promote a positive learning environment.

There is a disabled toilet on site.

The school site and grounds are secure throughout the day to ensure children's safety.

Stimulating external play areas, including outdoor adventure area and large school field with a quiet garden area

Areas of the playground designated for different activities

Where possible, classrooms are dyslexia-friendly and multi-sensory (dyslexia-friendly fonts, coloured slides, de-cluttered classrooms).

Resources are clearly labelled and displayed in every classroom and are accessible for all.

Sensory/exercise breaks are planned in throughout the day for every class.

Appropriately sized tables, chairs and furniture for each class to give full access for pupils.

Displays in the classroom assist learning, encourage interaction and promote excellence in the children's work.

Flexible learning – inside and outside.

Water available in all classrooms.

Library accessible to all pupils

EYFS outdoor area is level and zoned into areas of play.

Transitions

3

Individual and supported enhanced transition including extra visits with TA.
When possible, SENDCo meets children, parents and key workers prior to transition days. Early identification of 'key worker/mentor' to help build familiarity (as required).
Identified transition arrangements in the summer term.
1:1 transition sessions are arranged with the new teacher/SENDCo to observe the child within class and to get to know them before the transition takes place (e.g. visiting a nursery before the child joins us in Early Years).
Social stories can be utilised to help.
Highly individual communication ensured e.g. Transition booklet shared including photographs etc.
Parents/ carers offered advice and support ahead of selection.
One page profiles written for children with SEN in Y6 so they can share essential information about themselves on transition visits and when meeting new teachers in secondary school.
Joint transition meetings between schools with parents/ child.

SENDCo attends all Annual EHC Plan Reviews & requests staff from nurseries/ secondary schools when appropriate. When required, outside agencies are involved with children/families and attend meetings where possible.
Transition meetings for pupils with EHCPs take place a year prior to peers (or at other times as necessary) with SENDCo, family and other professionals.
The SENDCo liaises with the Local Authority and family as appropriate.
Where specialist provision is needed for a child with an EHCP, a review is called and the SENDCo and parents work together to provide evidence to the LA that a different provision is needed. In the Summer term in Year 5 for children with an EHCP, if parents want to request a specialist setting for secondary placement, this is done as part of the annual review process.
Pupils who struggle with transitions within the school day are supported on an individual basis to be prepared and make these changes with help.
Joint transition meetings between schools with parents/ child.
Advice from other agencies to support individual transition

2

Additional transition sessions are arranged according to the specific needs of individual and identified groups of children.
Individual Learning Plan's created for children needing extra support and passed on to the next Class Teacher.
Transition meetings are held between secondary SENDCo, Y6 teacher and our SENDCo to discuss needs and provision for children on SEN register, as needed.
Enhanced transition opportunities for pupils in Y6 who may need additional support e.g. extra visits/learning mentor etc.

1

There are strong links with our feeder Pre-school Sunny Corner, which is on site.
Pre-school children visit school regularly in the Summer Term before they start.
Secondary staff visit pupils and staff early in the Summer Term to aid transition.
Secondary school taster days at the beginning of Y6 and pupils in Year 6 attend their Secondary School for transition activities in the Summer Term.
School staff visit Nurseries and Pre-schools to observe children and discuss their needs.
Transition opportunities are provided in the Summer Term for children in the school to move to their new class and meet their new Teacher.
Class Teachers meet every Summer Term to pass over information about every child to aid transition.
Class Provision Maps are created every year to provide and share information about each child, which is relevant to meeting their needs.
Transition programme for new reception children including 'Stay and Play' after school visits with parents in Summer term, as well as parents cream tea
School meeting for new Reception children held in July.
Class welcome meetings for all parents in September.
First individual parent meetings held in October focused on how each pupil has 'settled in' to their new class.

Appendix A

Services and organisations that we work with

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

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

Appendix B

Cornwall's Local Offer

Cornwall's Local Offer

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

[SEND Local Offer - Cornwall Council](#)

What's included in the Local Offer?

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

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

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

Appendix C

Links to helpful websites:

National SEND Data

[Release home - Special educational needs in England - Explore education statistics - GOV.UK](#)

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

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

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

Neurodiversity Hub: **Visit Healthier Together** <https://www.healthiertogether.nhs.uk>

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

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

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

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

Contact, for families with disabled children: [Contact: the charity for families with disabled children](#)

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

Sensory Processing Disorder: www.spdstar.org

Appendix D Glossary

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

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