



Kernow Learning

Charlestown Primary School

Our SEN Information report

Date: September 2023

The principle aim of our school is to educate all children to reach their full potential and prepare them to be responsible citizens. Charlestown is an inclusive school, and our facilities ensures access for all. Our emphasis is on providing quality experiences leading to quality learning. Our local school offer details the provision that we provide within the school and outlines our determination to meet the needs of all children within the school, including those with additional needs and disabilities. All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum throughout their journey at our school. We will use adaptive teaching to suit the way our pupils work best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations can include:

- Scaffolding our curriculum to make sure all pupils access it, for example, using classroom equipment and resources
- Using adaptive technology
- Giving longer processing time
- Pre-teaching of key vocabulary, reading instructions aloud
- Using pupil interest based lesson content
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adults will support pupils in flexible small groups, when appropriate
- Adults will support pupils at times on a 1-to-1 basis, when appropriate




All children are placed or removed from the Record of Need according to the 'assess, plan, do, review' cycle outlined in the SEN Code of Practice. Children on our SEND register are provided with support, which is based on their individual needs. Their progress is monitored regularly, objectives set on a termly basis and a provision map created, to support with this process. The impact of provision is carefully monitored, and amendments are made accordingly, based on how children are responding.

Name of the Special Educational Needs/Disabilities Coordinator: Charlotte Jane




Contact details: senco.cha@kernowlearning.co.uk 01726 812831

The levels of support and provision offered by our school




1. 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> 
<p>Each class has representation on the school council.</p> <p>Children are encouraged to talk to their class teacher/teaching assistant about any news, questions or worries they have and know they will be listened to.</p> <p>Worry boxes are available where worries or questions can be subtly posted if the child does not want to speak about it in front of the class or directly to an adult.</p> <p>We are a Trauma Informed School (TIS) and whole school training is provided to support all children.</p>	<p>Children who find social situations difficult often feel they do not get a chance to have their say. We run lunchtime clubs for targeted children (and a friend of their choice). This provides the child with a support group which can help to scaffold social and open ended situations such as playtime.</p>	<p>Our Trauma Informed School (TIS) practitioners who lead and coordinate specialist provision for some of our most vulnerable pupils.</p>




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Parents and carers are encouraged to participate in activities to support their children, the school and wider community through the Friends of Charlestown</p> <p>All parents receive a full school report each year. If parents require a separate copy (for example with divorced parents) this can be arranged via the school office</p> <p>There are termly opportunities for all parents to review their child's progress at Parents Consultations or Open Days.</p> <p>We have an open door policy. Parents may speak to staff members at the start or end of school or preferably make an appointment to discuss things in more detail. The school office team can assist in making appointments with teachers or answer questions.</p> <p>Parent Forums happen regularly with the Head Teacher on a range of topics, where parents can ask questions.</p>	<p>Parents and carers have been invited to attend information sessions about our literacy and numeracy programmes.</p> <p>The School's website provides ideas to support children's learning.</p> <p>The SENDCo will provide ideas to both parents and teachers.</p> <p>Parents are able to contact the school about their concerns at any time and arrange appointments to discuss matters with the appropriate members of staff.</p> <p>If pupils are identified as requiring additional and different provision, parents are consulted and advised regarding their children's needs and progress.</p>	<p>Regular communication is used to support daily communication between school and parents regarding behaviour.</p> <p>Tapestry is an online App that is used to share learning and success between home and school in Early Years Foundation Stage. It can also be used to support communication about learning for those children with more complex learning needs.</p>




3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The curriculum is designed to ensure the inclusion of all students.</p> <p>All students, regardless of ability, have full access to the curriculum, which is designed to encourage independence and is skills based.</p> <p>The School incorporates learning through use of the local environment.</p> <p>Regular data tracking and pupil progress meetings identify pupils who need specific interventions.</p> <p>The School has a whole school behaviour policy, with rewards and sanctions.</p>	<p>Intervention packages are needs led.</p> <p>The progress of all pupils taking part in intervention groups is measured on a regular basis.</p> <p>The intervention packages are adapted in light of pupil progress.</p> <p>Small group interventions include a variety of personalised programmes such as:</p> <ul style="list-style-type: none"> • Read Write Inc • Phonological awareness • Speech and language programmes • Fine and gross motor skills focused programmes • Social skills (through lunch clubs) • Self-esteem (through lunch clubs) 	<p>Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary.</p> <p>The curriculum is appropriately designed and scaffolded to ensure achievement for pupils with SEND.</p>




4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The School ensures quality first teaching to support the progress of all pupils.</p> <p>The literacy programmes Read Write Inc (RWI) is taught in groupings according to assessments to ensure appropriate targets and progress for all pupils.</p> <p>Partner work is integral to all aspects of teaching and learning.</p> <p>Pupils' work is consistently marked to facilitate pupils' understanding of whether they have achieved the learning objective and the next steps in their learning.</p> <p>Pupils self-assess their understanding and learning throughout the curriculum.</p> <p>Pupils' progress and achievements are celebrated to support the development of self-esteem and confidence.</p>	<p>Teaching assistants/class teachers work with small groups to: ensure understanding; facilitate learning; foster independence; support pupils' focus and engagement.</p> <p>Independent learning is supported where possible through the use of a range of technology such as interactive whiteboards, laptops and digital cameras.</p> <p>Personalised and scaffolded work is provided to facilitate independent learning.</p> <p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p>	<p>Appropriate external agencies are consulted for advice on teaching and learning for pupils requiring highly specialised additional provision.</p> <p>Additional adult support is offered to pupils who require specialist, individualised support and provision. This would be detailed in their Individual Action Plans. All children are given the opportunity to work independently when possible.</p> <p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p>




5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All pupils are encouraged, through the wider curriculum including RSHE, to adopt self help skills before seeking support from others, where appropriate.</p> <p>All children have the opportunity to take part in residential during their time with us.</p> <p>All children take part in swimming during their time with us.</p> <p>A member of the school office team can contact staff when needed to support children into school when needed.</p>	<p>Some Year 6 children are given the opportunity to be school Prefects</p> <p>Interventions that promote self-esteem and managing emotions (through lunch clubs)</p> <p>We access and work alongside Family Support Workers and other targeted services via the Early Help Hub</p> <p>We collaborate with our School Nurse and Educational Psychologist to support pupils with emotional needs</p> <p>We can provide “meet and greet” for anxious pupils, for example school refusers. We have an open door policy for anxious parents or parents of anxious pupils.</p> <p>We have play leaders to support children who may be having difficulties with lunchtime routines and/ or socialising during the less structured times of day</p>	<p>Pupils can access personalised provision, appropriate to the individual lesson, to support learning. This may include: small group support by the teacher or teaching assistant, additional visual support in the form of task boards.</p> <p>Where appropriate, personalised visual timetables and NOW/NEXT task boards are utilised to support the development of independence.</p> <p>Where necessary, intimate care plans are devised with the parents and carers, with the aim of promoting self-help skills. The School Nurse service can also be consulted to further encourage independence in toileting.</p>




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> 
<p>Emotional resilience and well-being are considered fundamental to effective learning at the School.</p> <p>The RSHE curriculum is embedded in all aspects of the School's curriculum and includes all pupils. Regular RHSE sessions are held in each class and adapted to the needs of the pupils.</p> <p>Risk assessments and safety policies are in place to ensure all children are safe within the School.</p> <p>Routine hearing tests are conducted on all children in Y1.</p> <p>Some staff have completed whole school TIS training to develop understanding of how best to support, listen to and engage with children who have experienced trauma.</p>	<p>Children who find social situations difficult often feel they do not get a chance to have their say. We run lunchtime clubs for targeted children (and a friend of their choice). This provides the child with a support group which can help to scaffold social and open ended situations such as playtime.</p> <p>We have the resources to run Socially Speaking groups and Lego groups which aim to increase self-esteem and improve listening skills and expressive language abilities.</p>	<p>Students with specific medical conditions have an individual health care plan.</p> <p>Additional support for pupils can be requested from specialist agencies such as: the CICES team for looked after children, School Nurse Service, CAMHS, social care, CLEAR, Educational Psychology team, and Dreadnaught.</p> <p>Early Support meetings and Annual Reviews are supported by a range of agencies as outlined above.</p> <p>Training for individual needs is available for staff (e.g. diabetes and asthma training)</p> <p>We have two Trauma Informed School (TIS) practitioners who lead and coordinate specialist provision for some of our most vulnerable pupils.</p>




7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school has three playgrounds, a Forest school area, large field, astro turf and poly tunnel where children play with children from different year groups.</p> <p>Often lessons are designed to encourage social interaction. Learning for children is often the best way to learn.</p> <p>All children are given the opportunity to take part in school trips and residential during their time with us</p>	<p>Children who find social situations difficult often feel they do not get a chance to have their say. We run lunchtime clubs for targeted children (and a friend of their choice). This provides the child with a support group which can help to scaffold social and open ended situations such as playtime.</p> <p>We have the resources to run Socially Speaking groups which aim to increase self-esteem and improve listening skills and expressive language abilities.</p> <p>The playground is organised so that there are quiet areas and noisy running areas. Our Play leaders encourage children to find friends with similar interests.</p>	<p>Adult support is given when pupils require support to engage with peers. This can be within the classroom, as part of a small group in a different environment. Through social stories, scaffolding play or roll play.</p> <p>UKS2 children are often given opportunities to be play leaders with specific children to encourage modelling of their skills in a low pressure environment.</p>

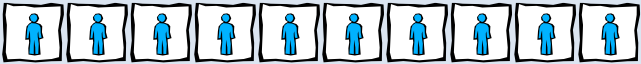
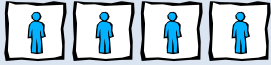

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Schools accessibility report is available from the website.</p> <p>All areas of the School are accessible to everybody, each year group has flat access.</p> <p>Accessible equipment is provided according to need.</p> <p>Pupils feel safe and secure in their environment and empowered to ask for help when required.</p> <p>There is a designated 'Designated Safeguarding Officer' (and deputies) and a named teacher for Looked After Children</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment.</p> <p>The rewards and sanctions system is applied robustly on a whole school basis</p>	<p>Access to specialist equipment resources where appropriate.</p> <p>Designated teaching areas are available, dependent on the specific needs of pupils.</p> <p>Dedicated resources are matched to pupils' needs.</p> <p>The Fun Fit programme is used for children who are assessed as requiring additional support in this area.</p>	<p>Access to specialist equipment resources where appropriate.</p> <p>Designated teaching areas are available, dependent on the specific needs of pupils.</p> <p>Dedicated resources are matched to pupils' needs.</p> <p>We have 2 disabled toilets, one of which has shower facilities.</p>

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, and provision  individualised support</p>
<p>The School provides excellent transitional arrangements with its local preschool and onwards to the local secondary school.</p> <p>Home visits are offered to all children before the begin their Reception Year begins.</p> <p>The transitions from the local nursery settings are carefully planned and involve a number of visits by appropriate staff. New pupils are invited to visit the School on several occasions prior to entry to ensure a smooth transition to school.</p> <p>Penrice Academy and Poltair School pastoral support staff also visit Y6 and Yr 5 during the summer term. Two days school transition are organised annually and children transitioning to alternative secondary settings will have transition days arranged.</p> <p>Transitions between year groups are carefully planned, meet the Teacher meetings are arranged during the summer term. Children entering our reception classes have a number of opportunities to meet their new teachers.</p>	<p>The SENDCo liaises with all settings to ensure all information is shared to support successful transitions.</p> <p>Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children.</p> <p>The SENDCo and year 6 teacher liaise with the relevant settings to arrange additional transition visits for pupils who require a personalised transition programme.</p> <p>The opportunity to attend workshops at the local secondary schools. There are also regular sporting activities for KS2 through Mid Cornwall Sports Partnerships held at the local secondary schools.</p>	<p>The SENDCo liaises with all settings to ensure all information is shared to support successful transitions.</p> <p>Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children.</p> <p>The SENDCo liaises with the relevant settings to arrange additional transition visits for pupils who require a personalised transition programme.</p>

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> 
<p>Whole school Autism Awareness training delivered by the Cornwall Autism Team</p> <p>Whole school Sensory Integration training delivered by occupational therapist</p> <p>Whole school behaviour management, de-escalation training</p> <p>Whole school Trauma informed school training</p> <p>Whole school Tourette’s awareness training</p> <p>SENDCO has completed the National Award for Special Educational Needs Coordination</p>	<p>Teaching Assistants have received training from the Cognition and Learning Service on small group interventions such as: Phonological Awareness and Dyslexia Support</p> <p>Some Teaching assistants are trained to deliver specialist support. E.g. SAL interventions, precision teaching, positive handling, sensory support.</p>	<p>One Trauma Informed School practitioners</p> <p>One Autism Champion</p> <p>One Speech and Language specialist Teaching Assistants who have completed training delivered by the NHS Speech and Language therapy department and Elklan Speech and Language courses</p>

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Cornwall County Council Statutory Special Educational Needs Service	<p>The Statutory Special Educational Needs (SEN) Service is responsible for:</p> <ul style="list-style-type: none"> • The Education, Health and Care (EHC) needs assessment processes • The transfer of existing statements of SEN and Learning Needs Assessments into EHC plans • The maintenance and review of existing Statements of SEN and EHC plans 	01872 324242 statutorysen@cornwall.gov.uk
Cornwall County Council Educational Psychology Service	Support us in ensuring a child's learning needs are understood and well supported in the school environment	01579 341132 educationalpsychology@cornwall.gov.uk
Cornwall County Council Hearing Support Team	Support for children who have varying levels of hearing impairment	01726 226882 sensorysupportservice@cornwall.gov.uk
Cornwall County Council Vision Support Team	Support for children who have varying levels of vision impairment	01726 226882 sensorysupportservice@cornwall.gov.uk
Cornwall County Council Physical Disability or Medical Needs Service	Support for students with physical disabilities and medical needs	01726 226882 physicalandmedicalneeds@cornwall.gov.uk
Cornwall County Council Cognition and Learning Service	Support us in ensuring a child's learning needs are understood and well supported in the school environment	01726 226882 cognitionandlearning@cornwall.gov.uk

Cornwall County Council Communication Support Team	Support children with speech and language needs	01726 226882 cst@cornwall.gov.uk
Cornwall County Council School Nursing Team	Support children and families with health needs such as diet, toileting, sleeping and medical conditions	01872 322779 hvsnadvice@cornwall.gov.uk
NHS Occupational Therapy Service	Support children with physical and sensory needs	0300 1234 101
Early Help Hub	Single point of contact for Cornwall Council and Community Based Children's Early Help Support and Services	01872 322277
Cornwall County Council Autism Spectrum Team	Support for children with Autism	01579 341132 educationalpsychology@cornwall.gov.uk
CAMHS	Support for children with mental health needs	01872 322277

Pupil progress

Pupil's academic progress is tracked using the 'O'Track Pupil Progress tracking system'. This is monitored, assessed and reviewed termly. In addition to this, children on the Special Educational Needs register of need have Individual Action Plans that outline short term targets linked to their area of need. These are reviewed termly and progress shared with parents and pupils. For pupils with Education Health Care Plans, annual reviews take place in addition to the termly IAP reviews where outcomes and provision are reviewed with pupil and parents and changes made as necessary.

12. How we know how good our SEN provision is

We evaluate the effectiveness of provision for pupils with SEN through the monitoring, assessment and review processes outlined above. We liaise closely with parents, pupils and outside agencies throughout the academic year to ensure provision is meeting the needs of the child and family and they are making progress as a result.

13. If you wish to complain Please see school's SEND Policy and 'complaints procedures' detailed on the school website

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)