

**St Columb Minor  
Academy**



**Kernow Learning**  
Building Excellent Schools Together

# SEN Information Report

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Date adopted by LGB:	Sept 2023
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Statutory or Best Practice policy:	Statutory
Appendices:	No
School or Trust policy:	School

**Meeting your communication needs:**

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 873958 or email [scminor@kernowlearning.co.uk](mailto:scminor@kernowlearning.co.uk)



## SEND Information Report

Including Our 'School Offer' for Special Educational Needs and Disability (SEND) reviewed July 2023 reviewed annually

**St Columb Minor Academy** is a large primary school in Newquay, Cornwall. **We strive to create an inclusive environment, where all our pupils are encouraged to Learn to Ride the Wave of Life. We aim to nurture independent, lifelong learners who care and know about the best ways to look after their world and who are creative, confident and happy.**

Our local school offer details the provision that we provide within the school and the services that we access in order to do our very best to meet the needs of all children within the school, including those with additional needs and disabilities.

Some children find certain aspects of their learning difficult. Our Special Educational Needs policy is designed to support these children enabling them to overcome these hurdles and achieve the highest standards. We welcome all children to our school and will make every effort to adapt teaching and learning to support a child's educational development. We have a skilled and dedicated staff who treat everyone as an individual and celebrate all achievements. All classes are fully inclusive. Support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development.

Throughout their time at our academy children may receive varying levels of support according to their changing needs and circumstances. The information below is a guide to the 'typical' levels of provision. The levels of support and provision will vary across time for individual children in response to their individual needs. **Current needs being met include:**

- Dyslexia
- Autistic Spectrum Disorder
- Physical disability
- Attention Deficit Hyperactivity Disorder
- Receptive language difficulties
- Deafness
- Visual impairment
- Effects of medical conditions (cerebral palsy, cystic fibrosis, diabetes,)
- Sensory Processing Difficulties
- Social and emotional difficulties

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.

Staff and governors are given relevant and appropriate training, according to their needs, the needs of the children and the needs of the school.








**The contact details of the Special Educational Needs and Disabilities Co-ordinator (SENDCo) are: Miss Tamsin Irons 01637 873958 or [sendco.scminor@kernowlearning.co.uk](mailto:sendco.scminor@kernowlearning.co.uk)**

**Examples of 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>The views and opinions of all students are valued. The student voice is heard</p> <ul style="list-style-type: none"> <li>• Through the school council</li> <li>• Questionnaires</li> </ul> <p>As well as when speaking to their teacher and other key members of staff including governors during subject monitoring</p>	<p>As well as the universal offer when students with SEND are included students with SEND are questioned about their views on the provision in school for themselves and their views are taken into account. Targets recorded in IEPs are discussed with the pupil and they review their success,</p>	<p>Student views are an integral part of TAC/ PEP meetings and annual reviews. Pupils attend review meetings if appropriate.</p>





Whole school approaches

The universal offer to all children and YP



Additional, targeted support and provision



Specialist, individualised support and provision





<p>The school aims to work in partnership with all parents and carers. This is made possible by:</p> <ul style="list-style-type: none"> <li>• All parents/carers are invited to attend parent's evenings</li> <li>• Parents/carers know who to contact if they have a concern.</li> <li>• An open dialogue is encouraged between teachers/TAs and parents, often face to face sometimes by phone or email.</li> <li>• The school website and eschools provide up-to-date information about the school and an electronic or paper copy of the school newsletter –the Blue Briefing is available to parents.</li> <li>• Curriculum information is sent home monthly in the Blue Briefing</li> <li>• Annual reports are sent home in the Spring term.</li> <li>• Parents invited to school each year to review our sex and relationships education materials.</li> </ul>	<p>Parents are informed if their child seems to have a barrier to their learning and as a result is receiving additional support.</p> <p>All parents of SEND pupils are invited to termly reviews of their child's individual education plan The SENDCO and pastoral care sign post parents by sharing information about the early help hub, school nursing team</p> <p>Courses and information are available through the website</p> <p>Parents are able to contact the SENDCo – Miss Irons to discuss concerns and/or arrange a meeting.</p>	<p>Parents are expected to attend, and be actively involved in, all review meetings i.e. PEP.TACs/Annual Reviews</p> <p>There is always as much notice of these meetings as possible</p> <p>Parent's views are sought both prior to and during these meetings either in a written or verbal form with support from staff when requested.</p> <p>Parents are encouraged to use support from other parent support services e.g. SENDiass and Parent Partnership</p>
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## 2.Partnership with parents and carers








- Parents are invited to attend sessions to help them understand how they can help their child/ren at home. For example, Learning Together and literacy and numeracy workshops





### 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>All pupils, irrespective of their ability and/or additional needs, have full access to the curriculum.. This curriculum is broad and balanced and designed to allow the inclusion of all students and to excite and enthuse our pupils.</p> <ul style="list-style-type: none"> <li>• There is detailed planning for all subjects with differentiated outcomes.</li> <li>• Children have curriculum targets which are monitored and changed when they are achieved</li> <li>• All pupils Y3-Y6, and some Y2, access the Accelerated reader programme to enhance independent reading skills.</li> <li>• There is effective use of ICT across the curriculum to develop skills and to engage all learners</li> <li>• Detailed information about the curriculum is shared on the school website and through news letters</li> <li>• School trips take place for all children to enhance the curriculum. There are opportunities for overnight stays in some Year groups</li> </ul>	<p>The curriculum is differentiated to meet the needs of all learners. Where children are identified as needing extra support by their teachers then additional interventions will be put into place. Groups of children may be given extra group support by a teacher or teaching assistant for a limited time. This intervention will be monitored and evaluated regularly partially through the individual education plans. Currently interventions include:</p> <ul style="list-style-type: none"> <li>• Literacy: reading, spelling, writing, handwriting.</li> <li>• Numeracy</li> <li>• Speech and language by either a school based trained teaching assistant or a speech and language therapist bought in by the school.</li> <li>• Behavioural support inc. teaching of Social skills, anger management</li> <li>• Sensory processing support by class and specified TAs</li> <li>• TIS practitioner support to support emotional well being</li> </ul>	<p>Children who have an Education, Health and Care plan or a statement of special educational needs will access the curriculum with adult support or specific resources where necessary. Teachers plan specifically to meet pupil's SEND and ensure the objectives set out in their individual plans are addressed. This is monitored through the annual reviews. All children are encouraged to take part in the outdoor educational elements of the curriculum. The necessary support is provided in discussion with the child and parents.</p>





## 4. Teaching and learning

Whole school approaches

The universal offer to all children and YP



Additional, targeted support and provision



Specialist, individualised support and provision










<p>The whole school uses approaches to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students.</p> <ul style="list-style-type: none"> <li>• The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</li> <li>• Different level groupings are identified for each class and students are made aware that at least some of the time they will be seated in ability groups.</li> <li>• A range of learning styles are catered for.</li> <li>• Learning Objectives are displayed and discussed using "We are learning to..."</li> <li>• Success Criteria are displayed to support the children's learning using Working Walls.</li> <li>• Pupils work should be regularly marked</li> <li>• Pupils are aware of their personal targets in literacy and numeracy.</li> <li>• Key vocabulary for literacy and numeracy is permanently on display in classrooms.</li> <li>• Topic related vocabulary is displayed as appropriate.</li> <li>• A range of resources is easily accessible in each classroom.</li> <li>• Ideas/information is recorded in different ways.</li> </ul>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND and other barriers to their learning have targeted support and provision. Teaching assistants/class teachers work with small groups to:</p> <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning - foster independence - keep students on task.</li> </ul> <p>Independent student learning is encouraged and often supported by the use of technology. For children with SEND the targets identified in the child's individual education plan are taught in addition to the class lesson.</p> <p>Special access arrangements may be put into place for SATs at end of Y6 following strict guidelines.</p>	<p>Personalised and highly differentiated support is provided enabling appropriate, independent learning.</p> <p>Additional tailored support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc.</p> <p>Additional, tailored support is in place for any pupil with an Educational Health Care plan. This may be One-to-one support. This is not always continuous. Support is provided for the pupil's most vulnerable times but opportunities are also provided to encourage independence.</p> <p>Where there is no EHC Plan, pupils are supported in small groups and sometimes on an individual basis. They will also be encouraged to work as part of the whole class as often as possible, with specific resources/methods of recording/visual aids to enable access.</p> <p>Advice is sought from outside agencies to provide the most appropriate and effective teaching and learning for individual children inline with their EHC or statement. These agencies including the Educational psychologist, the autism team, health practitioners and speech and language therapists.</p>
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### 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>Teaching staff work with pupils to encourage 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, e.g. asked peers            Resources are easily accessible in classrooms including provision of Working Walls and displays.            A class time table, often visual is available            Success criteria are displayed            Pupils are rewarded for independent functioning.</p>	<p>Instructions are repeated or supported through visual prompts.            There are often visual prompts included in success criteria            Pupils have access to:</p> <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Traffic light systems</li> <li>• Timers</li> </ul> <p>Part of the teacher and TAs role is to facilitate independence.</p>	<p>Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed.            Teaching staff have a good understanding of what the pupil is /should be able to achieve so that there is a high expectation of the child's ability to attempt and complete learning tasks and daily skills on their own.            Pupils are rewarded for independent functioning.            Additional support for a child is shared between at least two adults usually, to build resilience in the young person.</p>





## 6. Health, wellbeing and emotional support

Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and provision
The universal offer to all children and YP 		





<p>Positive learning behaviour is promoted throughout the school.</p> <p>The children sign up to their responsibilities and discuss their own class promises that promote the wellbeing of all. PSHE curriculum include all students.</p> <p>Sex and Relationships Education is provided for all students at appropriate levels.</p> <p>A variety of clubs address the health and wellbeing agenda including a variety of sports clubs. The school holds the Healthy school status – children encouraged to drink water only, in classrooms, and healthy snacks at playtime – fruit and milk is provided for all children in foundation stage and fruit in Key Stage 1.</p> <p>The school actively promotes the behaviour and anti-bullying policies.</p> <p>Risk assessments are made for all trips and for day-to-day school events.</p> <p>A policy for the administration of medication is in place.</p> <p>Pastoral support is available from a variety of adults including, the class teacher, TA lunchtime</p>	<p>All children with asthma have a care plan and where medication is necessary, even if only for a short time, the school facilitates this with trained staff.</p> <p>Individuals and groups are supported by the TIS practitioner for short term intervention</p> <p>The school signposts and refers to CAMHs, BLOOM, the Wave Project, White Gold. The Early Help Hub</p> <p>An intimate care policy is in place to support children parents and staff.</p> <p>The school nurse often attends Attendance surgeries</p>	<p>Pupils with specific medical conditions have individual health care plans. The staff supporting these children are trained regularly by the appropriate health professionals. TACs and Early Support meetings are attended by a range of agencies where appropriate.</p>
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supervisor, Key stage leaders and senior leaders,  
the pastoral TA and our TIS practitioner.








## 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>All pupils have opportunities to interact socially with the whole primary age range regardless of age, ability or additional need.</p> <p>All pupils regularly take part in trips/activities in the wider community including singing to the elderly, Newquay carnival and Newquay in Bloom. Lunchtime supervisors initiate games and activities which encourage children to take part. Children are actively taught playground and wet play games by staff.</p> <p>Whole school assemblies encourage recognising and celebration of achievements by the whole school community.</p> <p>Parents are invited to the International parade, shows and special assemblies.</p>	<p>Social groupings within classes are organised to support individuals.</p> <p>Support for individuals or groups that are struggling to interact appropriately is available from trained staff.</p> <p>Small groups of pupils who may find transitioning to secondary school difficult attend additional sessions</p>	<p>Pupils are supported by TAs to facilitate attendance at some clubs if necessary. Support from trained staff and the ASD team for individuals with a diagnosis of ASD is available to develop their social skills should this be needed.</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> 
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<p>Most areas of the school are accessible to everyone including those staff and pupils with SEND e.g. ramps and lifts. However, security to protect our pupils and staff is a priority with restricted entry to the buildings.</p> <p>Evidence from the pupils themselves show they feel safe and are happy in an environment where bullying is minimal and dealt with effectively. Staff focus on rewarding good behaviour to promote a positive learning environment. The promises that support the positive learning environment are displayed around the school. The whole school reward systems including and winning of "feathers", class rewards are visible in areas around the school including in all classrooms.</p> <p>All staff understand and use the school's behaviour policy.</p> <p>Lunchtime supervisors communicate daily with the class teacher of the class they are responsible for. All staff are regularly trained in aspects of safeguarding and understand their responsibilities in keeping children safe.</p> <p>There are three named child protection officers, 'Designated Safeguarding Officer' and a named 'Child in Care' teacher.</p> <p>The display around the school is colourful, informative, sometimes interactive and supports learning.</p> <p>Fire exits are clear. Safety drills like the fire and evacuation drills take place regularly. Children and</p>	<p>Classrooms are made accessible for pupils with sensory needs including heaters turned off, windows opened and reducing noise levels if necessary.</p> <p>Some toilets are adapted by height and the support around them.</p> <p>There are different sized chairs/ tables available.</p> <p>Risk assessments are in carried out and understood for groups and individuals when needed.</p>	<p>Disabled pupils are monitored and usually accompanied to ensure safe access rooms and resources.</p> <p>The timing of the movement of some children is changed to ensure the corridors are not too busy.</p> <p>Quiet spaces are available to children to reduce sensory over load or allow for rest periods due to tiredness or the need for privacy when medical treatment is necessary. There are named adults who are 'team teach' trained to support pupils and staff when situations need de-escalation and occasionally physical intervention. There are some adapted routes for some pupils in a fire drill.</p> <p>There is an understanding of the effects of loud noises and quick changes in routine may have on a small number of pupils, so they are a priority to support if this occurs.</p> <p>A few individuals have adapted equipment including chairs, mobility and visual aids. Chair legs and table edges can be highlighted in a classroom to aid visually impaired learners.</p>
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adults know what is expected of them in this emergency.





## 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, individualised support and provision</p> 
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<p>Visits by teachers to nurseries and preschools take place for Early Years children</p> <p>Learning Together supports new pupils and parents to Foundation stage in school before the children attend in Sept. This includes lunch and information for parents from key members of staff.</p> <p>There are strong links with Secondary Schools including taster days, Secondary School teachers visit to teach Y6 children and lead assemblies and talks.</p> <p>Year 6 teachers share information about all pupils with secondary schools.</p> <p>All year groups plan and execute transition activities in new classes with new pupils through "Swap Over" sessions in the last few weeks of term.</p> <p>Staff meetings are set aside for planned transfer of information between teachers and TAs. Books are transferred to new classes</p>	<p>The SENDCo shares information about all Year</p> <p>6 SEND pupils with the Secondary School SENDCo and head of Year 7</p> <p>All SEND paperwork is passed to the Secondary School/new school, including most recent IEPs.</p> <p>Small groups of pupils who may find transitioning to secondary school difficult attend additional sessions</p>	<p>Individual pupils with SEND usually have extra transition visits with specific functions i.e. to take</p> <p>photographs of key members of staff, become familiar with the school layout/timetable/ organisation, to experience lunch in the canteen etc. this includes pupils from pre-school settings and Year 6 students, also any SEND children transferring in Years 1-5.</p> <p>Whenever possible the adult most likely to support this child is identified during the visits.</p> <p>The SENDCo from Secondary School or attends</p> <p>Annual Reviews and TACs. The SENDCo from St Columb Minor also attends preschool or in year reviews.</p> <p>Parents are encouraged and supported to attend taster days and meetings at the new school.</p> <p>All pupils who are supported by additional adults have a visual reminder of their class teacher, classroom door, coat peg etc. before the end of the summer term to keep over the holiday.</p> <p>All parents of pupils meet the teaching staff who will support their child in a timely fashion- this is usually before the Oct half term. The school tries to give some consistency when class changes occur and</p>
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		<p>does not immediately change the adult support.</p>
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Service/organisation	What they do in brief	Contact details
<b>Speech and Language Therapist (SALT)</b>	1:1 assessment. The child will then be assessed and if needed targets given. These targets may need to be worked on at home as well as in school.	Referral through health visitors/ school nurse/GP or SENDCo Also available for school based SALT Sam Edmond referral through SENDCo
<b>Educational Psychology</b>	Cognitive assessments. Advice on appropriate support to implement in school and at home. Observation and/or 1:1 work with a pupil. Followed by a meeting with teachers and parents	Referral through SENDCo to <b>Steve Apted</b> unless for Statutory Assessment However, there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
<b>School Nurse</b>	Advice given to parents and school based on individual medical cases also support for sleep problems and wetting	Referral through the Early Help Hub supported by school SENCO 01872 322277 earlyhelphub@cornwall.gov.uk
<b>Family Support</b>	Work with families based on any child care concerns e.g. sleeping, eating, behaviour, routines etc.	Referral through the Early Help Hub supported by school SENCO 01872 322277 earlyhelphub@cornwall.gov.uk





<b>CAMHS</b>	1:1 mental health assessments: Autistic Spectrum Disorders, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs the diagnosis.	Referral through the Early Help Hub supported by school SENCO 01872 322277 earlyhelphub@cornwall.gov.uk
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**Some of the services and organisations that we work with regularly (We will access other services if we feel they may be able to provide more appropriate support):**







<b>Hearing/Visual Support Service</b>	1:1 assessments. Guidance given based on teaching programme and resources.	Referral through health visitors/ school nurse/GP or SENDCo to Sensory Support Service Sedgemoor Centre, Priory Road, St Austell PL25 5AB 01872323453 Hearing Support Team:
<b>Autism Support Team</b>	Work with specific individuals with ASD diagnosis: advice given to teachers, teaching assistants and parents.	Referral only possible if a child has a diagnosis, through SENDCo

### Answers to Frequently asked Questions

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

If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo – Miss Tamsin Irons. Children are assessed at regular intervals during the school year – if a class teacher has concerns about the attainment/progress of a child (academically, emotionally or socially) then they will speak to the SENDCo and action will be decided from there. You and your child will be involved in this process.

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

If you are concerned about your child's attainment, progress or any other difficulties they may be experiencing please talk to their class teacher or the SENDCo – Miss Tamsin Irons

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

Your child's class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home. It is also important that parents and carers read regularly with their child and communicate with the school if there are changes in circumstance that may affect your child.

#### 3. How will the curriculum be matched to my child's needs?

The curriculum will be differentiated to meet the needs of all learners. This may be by children having different work to do, having a different expected outcome, extra resources or extra adult help in class.





#### 4. How will school staff support my child?

If your child has special needs this will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow children to work independently.

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

Targets for all SEND children are sent home three times a year in an Individual Education Plan (IEP), you will receive a school report in the Spring Term and there are parents' evenings and opportunities to meet the teachers during the year. You are also welcome to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

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

All staff in school work hard to ensure that your child is safe and happy in school. For children who are experiencing emotional difficulties it may be that they can work with our trained support staff. Our pastoral team is here to support families experiencing all sorts of difficulties. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact her yourself or speak to Miss Irons about your concerns and she can make a referral for you if necessary.

#### 7. How do I know that my child is safe in school? Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. We have a number of members of staff who are trained in first aid and a team dedicated to support our staff in an awareness of specific conditions and illnesses. Safeguarding your child is everyone's responsibility and staff are all trained to do this in an effective and rigorous way

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

As a fully inclusive school, all children participate in whole school, curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children and across time, but we differentiate the activities and expectations to enable all children to take part. The exception to this would be if a child's behaviour is a risk to themselves or others.

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

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

#### 10. What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?





Parents who believe their child's needs are not being met within school are asked to meet with the SENDCo to talk through their concerns in the first instance. Where concerns persist parents are asked to make an appointment with the Head teacher. The Chair of Governors may be contacted if a parent feels this is necessary.

**11.** How is our local offer reviewed?

Our local offer will be reviewed by Governors on an annual basis. The governors and Head teacher will also review progress through regular monitoring, reports to governors by the SENDCo and other Senior Leaders as well as through the performance management of key staff. A summary of the review will be published on the Academy website as an Information report

**Any further questions:** If you have any questions about our local offer, please don't hesitate to contact the school on 01637 873958 or email Miss Tamsin Irons directly on: [sendco.scminor@kernowlearning.co.uk](mailto:sendco.scminor@kernowlearning.co.uk)



