



St Kew ACE Academy

SEND Information Report

Including Our 'School Offer' for Special Educational Needs and Disability (SEND)

reviewed September 2023 reviewed annually

Our local school offer details the provision that we provide 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
- Physical/Mobility difficulties
- Autistic Spectrum Disorder
- Social and communication difficulties
- Speech and language disorders
- Sensory Processing Difficulties
- Social and emotional difficulties
- Downs Syndrome
- Developmental Coordination Disorder
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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:




Mrs Lee-Ann Robins 01208 841306

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"> • Through the school council • Questionnaires • Pupil conferencing <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.</p> <p>Targets recorded in IEPs are discussed with the pupil and they review their own targets termly.</p>	<p>Student views are an integral part of annual reviews. Pupils attend review meetings where this is deemed to be best practice and in the child/family's best interests.</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>The school aims to work in partnership with all parents and carers. This is made possible by:</p> <ul style="list-style-type: none"> • All parents/carers are invited to attend parent's evenings • Parents/carers know who to contact if they have a concern. • Regular 'Tea with Miss' sessions are held for parents to meet with Headteacher • An open dialogue is encouraged between teachers/TAs and parents, usually face to-face sometimes by phone or email. • The school website, text message service and letters home provide up-to-date information about the school experience. • School information is sent home weekly in the newsletter • Annual reports are sent home in the Summer term. 	<p>Parents are invited to attend information sessions re supporting their child/ren at home. For example, Learning Together and curriculum evenings.</p> <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>Parents are encouraged to use services such as the Early Help Hub and Family worker/Parent support services to support their children at home. Parenting courses such as Passionate about ASD/ADHD are encouraged.</p> <p>All parents of SEND pupils are able to contact the SENDCo - Mrs Robins - to discuss concerns and/or arrange a meeting.</p>	<p>Parents are expected to attend, and be actively involved in, all review meetings ie. Annual Reviews</p> <p>There is always ample notice given for these important meetings</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 eg. SENDiass, Parent Partnership</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>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. School trips take place for all children to enhance the curriculum. There are opportunities for residential experience during Year 6.</p>	<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 or support 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 (sometimes through an individual education plan).</p>	<p>Children who have an Education, Health and Care plan will access the curriculum with additional adult support or specific resources where necessary. Teachers plan specifically to meet pupil's SEND needs and ensure that the objectives set out in their individual plans are addressed. This is monitored through the termly and annual reviews. All children are encouraged to take part in all elements of the curriculum. The necessary support is provided following discussions and planning with the child and parents.</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 whole school uses approaches to teaching and learning, where adaptive teaching and outcomes are used to ensure the progress of all students.</p> <ul style="list-style-type: none"> • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • A range of learning styles are catered for. • Learning Objectives are displayed and discussed • Pupils work should be regularly marked • Key vocabulary for literacy and numeracy is permanently on display in classrooms. • Topic related vocabulary is displayed as appropriate. • A range of resources are easily accessible in each classroom. • Ideas/information is often recorded in different ways. 	<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"> - ensure understanding - facilitate learning - foster independence - keep students on task. <p>Independent student learning is encouraged. For children with SEND the targets identified in the child's individual education plan can be taught during or 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> <ul style="list-style-type: none"> • One-to-one support is in place for students who need more intensive support <p>One-to-one support is in place for pupils with a Educational health Care plan. One-to-one support for these children 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 1:1 where possible and in small groups at other times. 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> <ul style="list-style-type: none"> • Advice is sought from outside agencies to provide the most appropriate and effective teaching and learning for individual children in line with their EHC. These agencies include the educational psychologist, the autism advisory team, then physical and medical needs support service, health practitioners, speech and language therapists, mental health support workers, occupational therapists and physiotherapists.


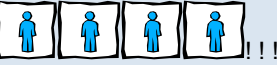

5. Self-help skills and independence

<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 their peers or used the working walls in then classroom</p> <p>Resources are easily accessible in classrooms including provision of Working Walls and displays.</p> <p>Self-assessment of learning is encouraged</p>	<p>Instructions are repeated or supported through visual prompts.</p> <p>Part of the teacher and TAs role is to facilitate independence.</p> <p>Independence skills may be targeted on an IEP</p>	<p>Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed.</p> <p>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.</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>Positive learning behaviour is promoted throughout the school. PSHE lessons include all students Sex and Relationships Education is provided for all students at appropriate levels. A variety of clubs address the health and well-being agenda including a variety of sports clubs. The school holds the Healthy school status - children encouraged to drink water only in classrooms and healthy snack at playtime - fruit is provided for all children in foundation stage and in Key Stage 1. The school actively promotes the behaviour and anti-bullying policies. Risk assessments are made for all trips and for day-to-day school events. A policy for the administration of medication is in place.</p>	<p>Where taking medication in school is necessary (even if only for a short time) the school facilitates this with trained staff. Some staff members are epi pen trained. An intimate care policy is in place to support children parents and staff Staff are aware of and are emotionally available to children who need additional support to be mentally 'well' at school. Individual staff members are TIS trained and qualified as ELSAs</p>	<p>Children who have health conditions that require them to receive intimate care from staff have individual intimate care plans in place. Additional support for pupils and families can be requested from The Early Help Hub Play therapy sessions are available in school Referrals can be made through school to Child and Adolescent Mental Health Service (CAMHS.) for children who are experiencing more serious emotional difficulties where other interventions haven't been successful.</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>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 sporting events, church services and school trips.</p> <p>Lunchtime supervisors encourage children to take part in games and activities that they instigate.</p> <p>Year 6 children can become 'Super Sixers' and take on additional responsibilities throughout the school.</p> <p>Whole school assemblies encourage the recognition and celebration of achievements of the whole school community.</p> <p>All pupils regularly learn Makaton signs and are exposed to a range of visuals to aid communication with their peers</p> <p>Parents are invited to work shares, special assemblies and shows throughout the year.</p>	<p>Social groupings and pairings 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>Pupils are supported by TAs to facilitate attendance at some clubs if required.</p> <p>All staff are trained in Makaton and staff working 1:1 with children who use signs to communicate prepare the necessary resources and learn new signs for upcoming topics/current interests</p> <p>Support from trained staff and the ASD team for individuals with a diagnosis of ASD is available to develop social skills should this be needed.</p> <p>Social stories are used as 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> 
<p>All areas of the school are accessible to everyone including those staff and pupils with SEND. However, security to protect our pupils and staff is a priority with restricted entry to the buildings. 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 whole school reward systems including "class rewards" and achieving "Star of the week" in a weekly assembly. All staff understand and use the school's behaviour policy. All staff are regularly trained in aspects of safeguarding and understand their responsibilities in keeping children safe. There is a named Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead on the school staff. The displays around the school are colourful, informative, sometimes interactive and support the learning happening in the classrooms. Fire exits are clear. Fire drills take place regularly. Children and adults know what is expected of them in an emergency.</p>	<p>A disabled bathroom with washing facilities is available. Risk assessments are carried out and understood for groups and individuals when needed.</p>	<p>Quiet spaces are available to children to reduce sensory over load. Staff know how to support children with physical difficulties in an emergency. Children who use equipment to move around the school e.g. walkers are supported by adults and this equipment is always stored safely when not in use. 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>

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> 
<p>Preschool is part of our EYFS classroom so transition is smooth and effective. Learning Together supports new pupils and parents to Foundation stage for sessions in school before the children attend in Sept. There are strong links with Secondary Schools including taster days, Secondary School teachers visit to teach Y6 children and lead assemblies and talks. Year 6 teachers share information about all pupils with secondary schools. All year groups plan and execute activities in new classes with new pupils through transition sessions in the last few weeks of term. Staff meetings are set aside for planned transfer of information between teachers. Books are transferred to new classes.</p>	<p>The SENDCo shares information about all Year 6 SEND pupils with the Secondary School SENDCo and head of Year 7. All SEND paperwork is passed to the Secondary School/new school, including most recent IEPs.</p>	<p>Individual pupils with SEND can have extra transition visits with specific functions i.e. to take 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. Whenever possible the adult most likely to support this child is identified during the visits. The SENDCo from Secondary School attends Annual Reviews when children are in Year 6. Parents are encouraged and supported to attend taster days and meetings at the new school. All parents of 1:1 pupils meet the teaching staff who will support their child in the coming year before the end of term.</p>

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):

Service/organisation	What they do in brief	Contact details
Speech and Language Therapist (SALT)	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 Edmonds referral through SENDCo
Educational Psychology	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
School Nurse	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
Family Support	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
CAMHS	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
Hearing/Visual Support Service	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:

Autism Support Team	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
Occupational Therapy Dept, Royal Cornwall Hospital, Treliske, Truro	Occupational Therapists observe and assess the needs of specific children and give advice as to the support needed at school and at home. Sometimes they provide specialist equipment.	Royal Cornwall Hospital Treliske Truro TR1 3LJ
Physiotherapy Dept, Royal Cornwall Hospital, Treliske, Truro	Physiotherapists observe and assess the needs of specific children in terms of physical development and give advice as to the support needed at school and at home. They may provide a programme of exercises to follow.	Royal Cornwall Hospital Treliske Truro TR1 3LJ

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 - Mrs Lee-Ann Robins. 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 - Mrs Lee-Ann Robins

3. 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.

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

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

5. 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 alternative systems in class to allow children to work independently.

6. 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 written school report in the Summer Term and there are parents' evenings and opportunities to meet the teachers at regular intervals 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.

7. 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. 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 Mrs Robins about your concerns and she can make a referral for you if necessary.

8. 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 taking care of children with a range of medical conditions. Safeguarding your child is everyone's responsibility and staff are all trained to do this in an effective and rigorous way.

9. 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 and reach their full potential. The exception to this would be if a child's behaviour is a risk to themselves or others.

10. 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.

11. What should you do if you feel that the School 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 Headteacher, Mrs Rachel Murray. The Chair of Governors may be contacted if a parent feels this is necessary.

12. How is our school offer reviewed?

Our school 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.