



**St Newlyn East Learning Academy**  
**SEN Information Report and Policy**  
**Our 'Local Offer' for Special Educational Needs and Disability (SEND)**  
Reviewed October 2023

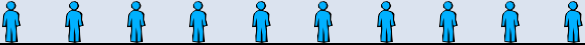
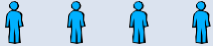

**The Aims of St Newlyn East Learning Academy - 'An inspiring community of happy, lifelong learners'**

- to provide a rich, stimulating and creative learning environment in which all children aspire and are enabled to reach their potential. Our curriculum is focused on three of our six Ps: Perseverance, Passion and Purpose
- To ensure the inclusion of all children.
- To create a friendly, caring atmosphere where all are valued and listened to adults and children alike.
- To involve parents as partners in their child's learning experiences.
- To develop and maintain inter-school liaison for ease of transition from Pre-School and then to Secondary School.
- To provide strong links between the school and the community to ensure collaborative support and success
- To support the professional development of all employees.




Vicki Stavrou is the Special Educational Needs and Disabilities Coordinator. She is available to meet with you before, during and after school hours. You can make an appointment with the school secretary:  
[stnewlyneast@kernowlearning.co.uk](mailto:stnewlyneast@kernowlearning.co.uk)

## 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 relationships between adults and children in school are based upon mutual respect and unconditional positive regard.</p> <p>Personal, Social and Health Education (PSHE) and Citizenship is taught across the curriculum and isn't necessarily taught in a separate subject or in isolation. We use the JIGSAW scheme of learning.</p> <p>Circle Time provides an opportunity within the class to discuss issues of particular importance to children.</p> <p>The School Council provides a forum to air and respond to matters of importance to children. Each class across EYFS, Key Stage 1 and 2 has two representatives.</p> <p>Our question-led curriculum includes an element of pupils' choice whenever possible.</p>	<p>Each class has one teacher. Some classes, depending on the level of need will have additional adult support. This enables group work and interaction to take place on a regular basis.</p>	<p>The school works with partner agencies to meet individual needs. They can also 'signpost' services (such as the family information service) to parents and carers.</p> <ul style="list-style-type: none"> <li>• Individual support is responsive to the views of the pupil.</li> <li>• Where children need specific provision to support them to communicate generally, or in relation to their specific needs, these are set up in agreement with the children</li> <li>• Children's views, where possible are fed into key meetings and reviews which include:             <ul style="list-style-type: none"> <li>○ Early Support - TAC meetings - EHCP reviews.</li> <li>○ ILP (individual learning profile) meetings</li> <li>○ consultations with external agencies (e.g. Educational Psychologist)</li> </ul> </li> </ul>


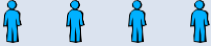

## 2. Partnership with parents and carers

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>We offer an open-door policy where parents and carers are welcome any time to make an appointment to meet with Headteacher, the class teacher or SENDCo to discuss how a child is getting on. We can offer advice and practical ways to help at home. Our drop-off and collection system ensures that all parent/s can speak to a teacher or TA daily if required.</p> <p>We believe that a child's education should be a partnership between parents and teachers. Therefore, we aim to keep communication channels open and communicate regularly, especially if a child has additional educational needs.</p> <p>Formal parents'/carers' meetings are held at the middle of the autumn and spring terms. Other curriculum meetings may be held during the year.</p> <p>The school website informs parents of information they need to know. Class pages are updated weekly and we use a text-to-parents and email system as other communication tools.</p>	<p>Information is provided detailing services and support available.</p> <p>Parents/Carers are encouraged to join information sharing coffee morning groups providing information on a range differing issues/needs.</p>	<ul style="list-style-type: none"> <li>• If a child is on the Record of Need he or she has an Individual Learning Profile (ILP) which sets out individual targets. Parents, child, class teacher and SENDCo create the targets together and parents are given a copy of the ILP</li> <li>• Parents are involved in all TAC meetings/ ILP reviews/EHCP annual reviews, where their views are an integral part of the consultation.</li> <li>• All children with a current ILP also have an Individual Learning Support Journey which moves with them throughout their school life.</li> <li>• All documentation is presented in a format which is accessible to parents.</li> <li>• All teachers will take time to explain what the school are doing to support individual pupils. They will also provide ideas of what parents can do to further support at home.</li> <li>• Where appropriate, parents are given support to access multi-agency support and are involved in all relevant consultations.</li> <li>• The class teacher/SENDCO will always</li> </ul>




		<p>take the time to explain and discuss any assessments or reports that have been written about their child.</p>
--	--	--

<p>Each child receives a report in July and parents are invited to respond to the teachers' comments. Parents/carers of children in EYFS can access their child's learning journey through Tapestry (an online learning platform) during the academic year.</p> <p>The 'Friends of St Newlyn East Learning Academy' (formally known as the PTA) is very active and always welcomes new members.</p> <p>The school secretaries are available daily to respond to parents'/carers queries.</p> <p>Technology is used to promote cohesion between parents and school e.g. the school Website and Facebook</p>		<ul style="list-style-type: none"> <li>• Home/School communication book may be implemented.</li> <li>• Parents will be consulted over support for children where needed at times of transition, whether that be within the school or to alternative placements.</li> <li>• Our SENDCo, Vicki Stavrou, is in school one day a week. If you would like to meet with her, you can request an appointment via the class teacher or school secretary. If advice is requested from outside the school - for example from an Educational Psychologist or Speech and Language Therapist - parents are informed, invited to meet the specialist and given a copy of reports written.</li> <li>• A list of services we currently work with is listed at the end of this document.</li> </ul>
--	--	--

### 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 Foundation curriculum forms the basis of work in the Reception Year.</p> <p>From Year 1 we teach all subjects of the National Curriculum and Religious Education to all pupils. In the mornings, we focus on reading, writing and mathematics. Our question-led Curriculum is topic based according to the government's 2014 revised National Curriculum, although some subjects are taught discretely.</p> <p>During the year there are times when national initiatives such as World Book Week or Anti-Bullying Week generate activities throughout the school. A range of extra-curricular activities on and off-site take place after school or during lunch times.</p> <p>These change throughout the year and are aimed at specific year groups.</p>	<p>Within each class, there is daily targeted support for groups of pupils in Literacy and maths during these lessons.</p>	<p>Teachers and teaching assistants work collaboratively with outside agencies (where appropriate) to make adaptations to the curriculum for individuals who may need it; this is part of the fully inclusive curriculum for all which we offer. Children with SEN are included in all areas of the curriculum and no one is left behind.</p> <p>Individual arrangements may be required when there are off-site activities or residential visits (camps). Guidance from relevant professionals is considered. For instance, if the needs relate to a physical or medical condition, health specialists' advice is followed.</p> <p>Teachers make bespoke provision where necessary to enable children with SEN to access all areas of the curriculum. This takes into account recommendations from external agencies where these have been provided.</p>

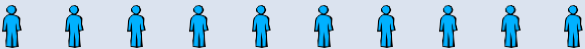
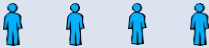

#### 4. Teaching and learning

<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>All work/learning within class is pitched at an appropriate level so that all children are able to access according to their specific needs and abilities. This might mean, for example, that in a lesson there may be three different levels of work set for different groups of learners; however, on occasions this can be individually differentiated.</p> <p>Teachers follow a continuous cycle of planning, assessing and reviewing lessons to ensure progress of all pupils. This is reflected in the schools' marking policy.</p> <p>The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Regular assessments are made to track progress, with formal assessments recorded on the 'O-Track' platform.</p> <p>We are committed to outdoor learning and make the most of opportunities, on and off the school site. For example, we are aiming for Beach School to be included in all KS1 timetables throughout the year.</p>	<p>In Foundation stage and Key Stage 1, children are divided into groups for the daily <i>Read, Write Inc.</i>, reading programme, according to the stage they have reached.</p> <p>In Key Stage 2 <i>Read Write Inc.</i> resources are used for specific children who may not yet be fluent enough to read independently.</p> <p>FunFit - a programme, which can be used, to develop gross and fine motor skills - is provided for specific children with an identified DCD based need.</p>	<p>Children who are on our Record of Need will have specific provision aimed at their needs; for example: Precision teaching, daily reading and fun fit.</p> <p>The provision is flexible and could be long-term and ongoing or for a limited period. In cases where the need is greatest (e.g. those with an EHCP), children may have additional adult support in the form of teacher or teaching assistant time. This may be 1:1 or small group, usually within but sometimes outside the class.</p> <p>Differentiation and personalised learning may be provided to encourage independent learning, or where a child needs to recap specific skills/knowledge in order to access learning activities.</p> <p>1:1 support may be offered to pupils who require more intensive support, but independent learning (and 'grappling time') is always encouraged where possible in order to develop the children's perseverance. This type</p>

		<p>of provision will be needs-led, and often on the advice of external professionals.</p> <p>Advice and guidance from outside agencies is taken into consideration when meeting the needs of pupils who require additional specialised provision for example, the speech and language therapist, educational psychologist or the cognition and learning team.</p> <p>Specific resources may be provided to meet the needs of these pupils e.g. sensory cushions, coloured reading overlays or computers may also be made available.</p> <p>Specialist support programmes will be delivered by staff under the guidance of relevant professionals, e.g. the use of an ASD 'Champion' in school.</p>
--	--	--



## 5. Self-help skills and independence

<p>Whole school approaches</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>We aim for children to become independent learners, well prepared for the secondary phase of education when they leave St Newlyn East Learning Academy in Year 6.</p> <p>Children are expected to take more responsibility for their own learning, their behaviour and their possessions as their age increases.</p> <p>A vote is taken for representatives from each on the School Council (KS1 and KS2). In Year 6, children apply for roles such as team captains, voted for by all pupils. We also have school prefects, who again, need to apply for their position of prestige and act as role-models for their younger peers. We also have a 'St Newlyn East Environmental Team - SNEET' who work as a separate 'eco-council,' meeting fortnightly.</p> <p>Trips and camps, especially residential visits, promote the skills of perseverance.</p> <p>Good behaviour for learning in classrooms is emphasised by following the school's behaviour</p>	<p>Social skills sessions may be held for particular groups of children, e.g. in KS2, if there are friendship concerns, then the SLT may promote a 'lunchtime social club' to help promote increased communication.</p> <p>Within the class, teachers and teaching assistants encourage independence, especially if there is a danger of children becoming over reliant on support. During autumn term of 2021, the teaching team introduced 'grappling time' - a new initiative based on existing good practice which promotes self-help and perseverance.</p> <p>We have also invested in a speech and language tool - Language Link - to identify and address difficulties in the EYFS.</p> <p>'Voice 21' will aim to create a consistent approach to improving the children's oracy skills. We believe these skills are crucial to any future success in life.</p>	<p>We recognise that children who have particular needs - linked to learning, physical, behaviour or emotional difficulties - will need additional and specific support. Nevertheless, the expectation is that children learn to be as independent as possible. This is achieved through clear guidance as to what is expected and emphasis on the child's use of strategies which will help to achieve this.</p> <p>During play and lunch breaks members of staff monitor children who find these times particularly difficult. There is a member of SLT available and on-duty every lunchtime in KS2.</p> <p>Reasonable adjustments are made for pupils who find particular aspects of unstructured times of the day difficult, in order to minimise distress and anxiety. During play and lunch breaks members of staff monitor/support children who find these times particularly difficult and where appropriate additional support is provided to assist these children in developing social interactions.</p>

<p>policy and is rewarded via multiple ways; for example, ClassDojo and 'Citizen of the week'.</p>		<p>If required, intimate care plans are devised (with parents and carers) to promote self-help skills. Access to nursing teams is available to assist any pupil with complex medical needs.</p> <p>Some children have access to additional ICT support to facilitate independence, e.g. the use of a typing package (and sometimes their own laptop) to support their literacy skills.</p>
--	--	--

## 6. Health, wellbeing and emotional support

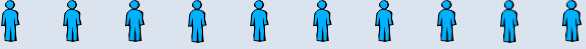


<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
<p>Personal, Social and Health Education (PSHE) and Citizenship is taught across the curriculum weekly through our JIGSAW scheme.</p> <p>SMSC and British Values run through our Curriculum, with the HT delivering a 'British Values' themed assembly weekly.</p> <p>All classes have 'Circle Times' as and when the need arises; this is a chance for children to listen to each other and make feelings known.</p> <p>There is a buddy system to settle new children into our school.</p> <p>The School Council, and to some extent the SNEET, is a forum where children's views can be</p>	<p>Healthy eating is encouraged. Parents are asked to provide a healthy packed lunch and the school dinners that are served offer healthy options.</p> <p>Play leaders are trained older pupils who support younger pupils at break times. Here, they work in 'The Lodge' playground to role-model good behaviour and teamwork.</p>	<p>There are teaching assistants and teachers in the school who have an expertise in supporting children with emotional and social difficulties. Some of these children may be offered 1:1 or small group opportunities to help them with specific difficulties.</p> <p>We are a TIS - Trauma Informed School - this whole school approach offers staff a consistent approach to supporting all children with feeling positive and confident in attending school each day.</p> <p>If a child has a specific health need, we make special arrangements for this whenever possible.</p>

<p>expressed by their peers and then fed back to the leadership team in school.</p> <p>Friday assemblies are used as a time to celebrate achievement with the children - these 'Citizen Assemblies' celebrate reading, writing, multiplication and sporting achievements.</p> <p>St Newlyn East work collaboratively with Kernow Learning's safeguard team.</p> <p>A healthy lifestyle is embedded within the curriculum; for example, healthy snacks at breaktime and the introduction of growing our own fruit and vegetables in the spring term of 2022.</p> <p>Extra-curricular clubs encourage children to lead a full and active life. For a small school, we pride ourselves on offering a wide variety of activities both indoor and outdoor.</p> <p>Wraparound care, "Cool Kids' Club", is available to all and is located at the on-site Pre-School building. This is run by Pre-School staff. Contact Nicky Trestrail for more information on 01872 510755.</p>		<p>The school can signpost parents to specialised areas of support, charities or parent courses. Additional support can be requested from specialist agencies- School Nurse, CAMHS, Social Care, Penhaligon's Friends. TAC's, Early Support meetings and Annual EHCP Reviews are supported by a range of agencies.</p>
--	--	--

**7. Social Interaction opportunities**

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
<p>Residential opportunities take place for children from Year 2 onwards.</p> <p>Extra-curricular activities can offer opportunities to interact with children from other classes.</p> <p>Flexible circle time allows children to raise social issues.</p> <p>Daily activities in each class involve social interaction - e.g. paired or group discussion is an integral part of many lessons. This is also a key driver in the school with the investment in the 'Voice '21' oracy project.</p> <p>Events which involve school and community promote interaction across the age groups, e.g. Year 6 SNEET working with Year 3 children.</p> <p>We recognise the importance of anti-bullying strategies at all times but these are particularly highlighted during awareness days.</p>	<p>Play leaders from older KS2 classes support break time games and activities within the Lodge</p> <p>Social skills groups may take place as and when needed, e.g. a year 6 social lunchtime club</p> <p>Children working in a group with an adult (e.g. during literacy) may also have a social interaction element as an objective, particularly in the Foundation and Key Stage One.</p>	<p>Where specific needs have been identified in relation to Social Interaction, those children are supported using strategies recommended by external professionals or advisors. For example, where a child is limited due to speech and language needs, specific programmes are used to support those children in developing essential language skills.</p> <p>Dedicated resources such as these are matched to pupils need and 1:1 supervision at break times and trips may be employed.</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>The school is single store. We are fortunate to have an expansive outdoor space within the school grounds is an alternative environment to the main school.</p> <p>There is a toilet available with disabled access.</p> <p>The outside area is accessible to all as a play and learning environment. There are tarmacked playgrounds, a large playing field, a willow tunnel and wooded areas. We have a growing 'polytunnel' area in the school grounds.</p> <p>Rules about behaviour and risk assessments make the building and grounds as safe as possible. There are various trained First Aiders in case of injury.</p>	<p>Children's concerns are responded to - e.g. is raised with School Council.</p> <p>The school has an accessibility policy in place which is reviewed yearly (or sooner is necessary).</p>	<p>Specific resources and adaptations to the school are made in the case of individual need.</p> <p>Specific arrangements are made for individual pupils, especially in the case of allergies or other medical conditions. For example, for a child with diabetes or epilepsy, staff will be trained in the correct methods of monitoring and recording this.</p> <p>Individual risk assessments are made for some individual pupils, for example, when swimming or when going out on educational visits. This might be required for a range of reasons relating to access to learning, access to the environment, and safety during the trip or visit.</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>The Reception Teachers have thorough and detailed transition meetings with the pre-school staff prior to transition, and other similar settings. Parents/carers are invited to specific transition sessions. These will include a 'Meet the teacher' session/s to allow them to ask questions of teachers during the summer term.</p> <p>The Reception teachers and Year 1 teacher provide structured opportunities to make transition smooth for our children.</p> <p>The Y6 teacher liaises with representatives of all secondary schools to aid smooth transition.</p> <p>Planned transition activities take place during the summer term with each receiving school. Parents are informed about these and may have the opportunity to become involved.</p> <p>New children are given a 'buddy' to ease the transition. This is also the case when children transfer to our school during the year. <a href="#">MG Autumn 23 (1)</a></p>	<p>For groups of children who need additional transition support, this will be organised with the receiving school.</p> <p>Sports events and festivals (e.g. inclusion events) prepare children for secondary school.</p> <p>The Reception teacher visits children in settings other than the on-site pre-school, prior to admission.</p>	<p>The SENDCo liaises with pre-school staff and with the SENDCos of secondary schools to which children transfer. If children transfer to our school during the year, contact will be made with relevant SENDCos of those schools.</p> <p>For individual children who need additional transition support, this will be planned with the receiving school or within our school.</p> <p>For children who have an EHCP, particular focus at Year 5 and Year 6 is given to transition arrangements, during their annual review. A teacher from the receiving school is always invited to take part in the process.</p> <p>Possible transition difficulties may be addressed through a child's ILP.</p>
--	---	--

**Below are examples of questions that parents might want to ask about SEND provision at our school. If there are other questions you would like answered, please let us know and we will do our best to respond.**

**1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

The best person to speak to about any concerns is the Class teacher: Teachers continuously assess pupils' progress, through their performance in class on a daily basis and through more formal means such as termly tests. Children whose level of attainment is below that which is expected, and is a cause for concern, are identified in this way. Other special educational needs (SEND) might become evident through a child's wellbeing and involvement with their learning, or through behaviour patterns that are observed during the school day or at home. Some children arrive at school with a diagnosis of a specific condition or disability (e.g. Downs Syndrome or Asperger's Syndrome). If a class teacher begins to have concerns about a child's progress or learning, they will begin by having a conversation with parents to talk over what has been noticed and see if there are any similar patterns at home. Following this, the teacher will follow the school's graduated approach to identifying whether a child has special educational needs. This process will include regular discussions with parents to share information. If parents/carers have concerns, they are encouraged to discuss these first of all with the class teacher. The class teacher may then inform the SENDCO and/or head teacher in further conversations.

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

Class teachers, supported by teaching assistants, plan for and monitor the progress of pupils. Every teacher is responsible for providing suitable learning activities for children in their class with a range of needs and abilities. Your child's class teacher is the adult who works most closely with them, and has the most day-to-day knowledge of how your child is getting on at school, so they should always be your first point of contact for any discussions. The head teacher takes an active role in ensuring all pupils do as well as they can in school through monitoring the quality of teaching and learning, and the SENDCO has a particular responsibility for monitoring the progress of and provision for those designated as having SEND. Success at school also depends upon the nurture given by parents and carers, so the development of positive working relationships with parents is crucial, and one of our highest priorities.

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

At St Newlyn East our curriculum has been developed to provide a broad and rich learning experience from the time that children enter our school to the time that they move on. The content of our curriculum is designed to support the EYFS in Nursery and Reception, and the requirements of The National Curriculum from Year 1 to Year 6. Our aim is for our curriculum and its delivery to be fully inclusive. To achieve this, teachers take account of the range of abilities and individual needs when planning for their class so that appropriate support can be put in place where it is needed - for instance a child with a physical disability may need a supporting adult during a P.E. lesson. In literacy and maths and other curriculum subjects,

learning is differentiated by the teacher to suit different abilities. This might mean that where a child needs further practice in previously taught skills or knowledge, these steps will be planned for to support that child to master those skills before they move on. Teaching assistants are often deployed to give additional support to groups or individuals, and this is always under the direction of the class teacher, who remains responsible for the learning activities of those children during these times.

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

The type of support given will depend on the age of child and his or her particular need and circumstances. All school staff do their best to help children to become confident and independent - academically and in terms of personal and social development. Where a child has SEND, teachers will plan to support their learning through additional or different classroom provision which will be targeted to that child's individual needs. This provision will be designed to enable each child to access their curriculum learning alongside their peers as much as possible, and with as much independence as possible. Where a child's needs mean that they need more specific, individual support, this will be planned for by the teacher, who will ensure that it is delivered either by themselves or a TA. This support will be designed to support each child to make progress towards specific targets that have been agreed with parents and written down in an Individual learning plan (ILP). Progress towards these targets will be reviewed at least every term in a meeting between teachers and parents, with the involvement of the child, at which time the effectiveness of the strategies used for support will also be reviewed and discussed to inform the collaborative development of new targets.

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

Annual written reports are sent for all children, and there are scheduled parent meetings in the Autumn and Spring terms. Parents and carers of children who are on the school's Record of Need (with SEND or an EHCP) are invited to regular meetings to review progress based on their Individual learning plan (ILP). Parents of children with an EHCP will also contribute to an Annual Review of their plan. In addition to these scheduled meetings, parents or carers who wish to discuss specific issues relating to their children are welcome to make an appointment to see the class teacher, Head teacher or SENDCO. At St Newlyn East, we understand that, for parents of children with SEND, communication about support is particularly important, and we will always aim to be as responsive and supportive as we can in our communication with you.

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

All staff, including our TA lunchtime supervisors, co-operate and collaborate to ensure that every child thrives through a nurturing environment and broad learning experiences. Parent/carer's concerns about their child's wellbeing will always be listened to by class teachers. Where possible, it is very helpful to us if any events at home that may be affecting a child's wellbeing are discussed confidentially with class teachers so that we can be responsive to any challenging situations that children may be experiencing. If your child is experiencing a particular difficulty with any aspect of



their social and emotional well-being, the class teacher and SENDCO will help decide on a plan to support them which may involve a range of intervention programmes, or signposting to other agencies.

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

Health and Safety along with safeguarding is our major school priority. Statutory checks are made of the building and equivalent, and staff have regular training in a range of elements of health and safety. Fire drills are held regularly so that we know we can evacuate the building calmly and efficiently in an emergency. Safeguarding is a priority across the school, and staff have regular top-up and refresher training to support this. All staff are trained in the use of MyConcern, and in the use of this tool in how to report concerns in a clear and concise way. We have clear systems in place for processing any concerns about children's safety and well-being, and children know that staff have a clear focus on keeping them safe. Important messages about safeguarding are shared with children through regular PSHE/Jigsaw lessons. We take a strong stance on anti-bullying and have clear policies and procedures in place to deal with any incidents of this kind. Governors make routine investigations and checks on policies and procedures to ensure a safe and healthy environment is maintained.

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

Our qualified SENDCO is a recognised Dyslexia specialist, ASC champion and has undertaken training in many areas of need including Speech and Language, sensory needs, cognition and learning support and Developmental co-ordination disorder. She has a close working relationship with other SENDCOs within the trust, as well as with local advisors and specialists which is built on by regular communication and discussion of best practice. The SENDCO attends local area network meetings and conferences to ensure that knowledge of the local offer and new research is up to date. Staff training is continuously updated in accordance with the range of needs we are making provision for during each school year. All staff have received training in TIS (Trauma Informed Schools) and ASC awareness. We have members of staff to support specific areas of need.

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

Our aim is for all elements of our school life and curriculum to be accessible for all. We do know that for some children with SEN, activities outside the classroom can be challenging. This might be for a range of reasons, and so, where there is any concern around access or safety for these activities, an individual risk assessment will be completed by staff. Where risks are identified, suitable measures will be planned for to enable the child to participate in the activity in question.

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

Decisions about resourcing will be made by the Senior Leadership Team. When planning support and provision for children with SEN, the Headteacher and SENDCO will take into account the individual needs of each child. Resources allocated might be practical resources (e.g. sensory aids, technology, writing slopes etc), or they may be planned use of focused adult time to support a child's learning.

**11. How is the decision made about what type and how much support my child will receive?**

Additional and different provision for each child with SEND will be assessed and reviewed on a termly basis as part of our Assess-Plan Do-Review cycle. This 'graduated response' is outlined in the SEND Code of Practice (2014) and is a system whereby the need of the child is assessed, and a plan is made as to how best to support the child to make progress towards specific outcomes. These outcomes are agreed with parents and the child. The strategies put in place to support the child in this are then implemented for a period of time (this is the 'Do' element of the cycle). After this period of time has passed, progress is reviewed, along with the effectiveness of the support. This is done in a review meeting with parents and the child. At this point, further assessments are made on the child's progress, and the cycle begins again, taking into account what has gone before in order to refine the support being provided. For most children, the resources for this support can be provided by the school, and the children will be recorded as being at 'SEN Support'. Some children may have specific and high level needs, which means they will only achieve good outcomes academically, socially and emotionally with continuous support and specialised, differentiated provision. In this case, the decision may be taken in consultation with you and external professionals, to apply for an Education, Health Care Plan.

**12. Who can I contact for further information?**

If you would like any more information about anything in this document, please do contact Mrs Vicki Stavrou (SENDCO) via the school office. Alternatively, if you would like to talk to somebody independent, you can contact Cornwall SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) at <https://cornwallsendiass.org.uk/> The Family Information Service also has a wide range of information on supportive organisations and useful contacts ([www.supportincornwall.org.uk](http://www.supportincornwall.org.uk)).

**13. What should I do if I feel that the school is not being delivering appropriate provision, or is not meeting your child's needs?**

If you have concerns or questions about the school's provision for your child with SEND, the following procedure should be followed: Firstly, discuss your concerns with your child's class teacher. Following this, if you felt that you needed to discuss the concerns further you will be referred to the SENDCO and/or the Headteacher. If you still feel that your concerns have not been resolved, then the parent will be referred to seek advice from SENDIASS and asked to access the Disagreement Resolution Service provided through Children, Schools & Families. Please also refer to the school's Complaints Policy.