



# Trenance Learning Academy

## Our Special Educational Needs and Disability (SEN) Report including SEND Policy

### **Inspiration, Passion, Ambition**

*'Be inspired, grow your passion and let nothing stop you achieving your ambitions'*

At Trenance Learning Academy Trust we recognise the uniqueness of children and aim to provide an enriched and broad curriculum that meets and includes the needs of everyone. This policy accepts the definition of SEND as set out in the Revised Code of Practice 1:3 (page 15-16).

We support children with medical conditions to ensure they have access to a fully inclusive education as outlined in our policy 'Supporting children with medical conditions'.

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.

#### **Responsible Persons**

The SENDCO is Mrs Joe Boylan. Tel: 01637 874532, email: [trenance@kernowlearning.co.uk](mailto:trenance@kernowlearning.co.uk).

The LGB member with responsibility for SEND is Mrs Kay Walker.

**Cornwall's Local Offer can be found on the Care and Support in Cornwall website:**  
**<https://www.supportincornwall.org.uk>**

## Types of SEN provided for at the Academy 2021-22 and 2022-2023

The range and numbers of pupils with special educational needs changes on an annual basis. In the last and current academic year, the following types of SEN are provided for:

- Speech, language and communication difficulties and developmental language disorder
- Autism spectrum disorder
- Learning and cognition disabilities
- Global developmental delay
- Developmental coordination difficulty/Dyspraxia
- Sensory processing and integration difficulties
- Social, emotional and mental health challenges

Speech, language and communication difficulties represent the most common area of need for children joining the Academy (80% of the children on the Record of Need have speech and language as their main difficulty or it forms a significant element of their SEN). The direct employment by the Trust of a speech and language therapist ensures that any difficulties highlighted by the class teacher or parent/carer can immediately be referred, assessed and appropriate intervention planned. Over the course of 2021-22, 8 children were discharged from the speech and language therapist's caseload as their goals had been achieved. For any other form of SEN which has been identified, the class teacher and SENDCO, with advice from external agencies if appropriate, will devise and ensure appropriate targets are set and reviewed as stated.

## Services and organisations we liaise with to support our pupils with SEN

Regular liaison is maintained with the following external agencies for pupils at SEN Support as appropriate and pupils with and EHC Plans such as:

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|---|---|
| • Speech and language therapist (employed by the Trust) | • Autism Spectrum Disorder Team                         |
| • Communication Support Service                         | • Paediatric Services                                   |
| • Educational Psychology Service                        | • Child & Adolescent Mental Health Care Service (CAMHS) |
| • Cognition and Learning Service                        | • Mental Health Support Team                            |
| • Occupational and Physiotherapy Services               | • Social Care   |
| • Early Years Inclusion Service                         | • School Nurse Team                                     |
| • Hearing Support Service                               | • Vision Support Service                                |

## Admissions and Inclusion; identification and assessment of SEN; types of provision 2021-22/2022-23, pupil progress 2021-22; staff training and expertise in supporting SEN.

### Admissions and Inclusion

- All the teachers in Trenance Learning Academy Trust are teachers of children with Special Educational Needs & Disabilities. As such Trenance Learning Academy Trust adopts a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. The Academy operates an equal opportunities policy for children with special educational needs & disabilities and medical conditions who are afforded the same rights as other children. This includes those children with Education Health Care Plans and all pupils with additional and different provision.
- The National Curriculum will be made available for all pupils. Where pupils have special educational needs & disabilities, needs are assessed on an individual basis to ensure the curriculum is accessible and learning is ambitious, progressive and meaningful for all pupils.
- The Academy will make full use of classroom and Academy resources then draw upon external support when required. The Academy will contact the appropriate agencies for additional guidance and appropriate training to ensure needs are met and equality of access assured.
- The Academy will make provision for pupils with special educational needs & disabilities to match the nature of their individual needs and the class teacher and SENDCO will keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes.

#### **Identification and assessment of SEN**

The Academy offers an adaptive, enriched curriculum which meets the needs of all pupils. When a pupil is not making expected progress from their starting point and shows signs of challenge in some of the following areas: communication and interaction; cognition and learning; social, emotional and mental health, sensory and/or physical needs, the Academy will adopt an assess, plan, do, review cycle to assess the presenting need. If the pupil requires longer term provision that is additional to and/or different from their peers, they will be placed at SEN Support. Appropriate targets will be formed, in conjunction with the parents/carers and provision will be detailed on the provision map. Additional and different provision may consist of the following range of adaptive measures to support the pupil to make progress in all areas of their development:

- Classroom organisation and management
- Targeted in-class support by teacher/support staff including pre-teaching, visual aids, manipulatives
- Specific, targeted intervention on an individual and group basis to meet the need eg. 1:1 speech and language intervention for speech sound production
- Additional nurture, emotion coaching and trauma informed schools' interventions to foster emotional well-being and self-esteem (in-class and when required, group/1:1 with trained TIS practitioners)
- Use of specialist equipment/resources
- Adaptive teaching strategies

- The resources allocated to pupils who have special educational needs & disabilities will be deployed to implement these individual education plans/provision map plans at SEN Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. **(please refer to the section on partnership with parents and carers on page 7)**
- If a pupil does not make progress despite the Academy taking the action outlined, advice will be sought from the appropriate support services **(please refer to page 2 for a list of these agencies)**, the provision map plan and Record of Need will be amended accordingly.
  - If the pupil requires long-term highly specialised and intensive support to ensure they are equipped to make progress in all aspects of their development, then further assessment may be required. County criteria will be considered and with full agreement of the parents, a statutory assessment of special educational needs & disabilities under the 1996 Education Act for referral for an Education Health Care Plan will be initiated. The appropriate forms will be used for recording and referral as necessary.
- Identification of special educational needs & disabilities will be undertaken by all staff through the SENDCO and the appropriate records and Children Schools & Families forms will be maintained, with adherence to the GDPR at all times. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised assessment of educational achievement administered by the class teacher or the SENDCO together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any areas requiring further support.. Where necessary, pupils will be referred to the SENDCO for diagnostic assessment to construct a profile of the child's strengths and weaknesses, and further referrals may be made to appropriate external agencies.
- The progress of children with special educational needs & disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. 'Provision Map Plan' reviews will be held termly. Additionally, the progress of children with an Education Health Care Plans will be reviewed annually (recommended 6 monthly for pupils under the age of 5), as required by legislation.
- Detailed records and Education Health Care Plans will be kept for the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group provision and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

#### **Types of additional and different provision for pupils with SEN 2021-22/2022-23.**

- The Academy continues to provide a variety of targeted interventions which are needs led. The pupils receiving interventions are assessed and monitored by their class teachers and staff carrying out specific interventions, overseen by the SENDCO. All intervention groups are monitored and clearly defined outcomes are measured, both on a holistic basis as well as considering children's progress in the core subjects of communication skills, numeracy and literacy.
- In 2021-22, almost all children participating in these groups made good progress according to their targets and academic measures. Excellent holistic outcomes were achieved in terms of targets such as : listening and attention; self-esteem; social communication; engagement and emotional presentation.

#### **Additional provision and intervention groups 2021-22 and planned for 2022-23 (dependent on cohort needs)**

1:1 support for pupils with complex SEN	1:1 and group delivery of speech and language targets
Talk Boost	Self-esteem through Art, use of the RESET Cornwall Schools SEMH programme
Listening group intervention	

RWI 1:1 Tutoring	Phonological Awareness intervention
Numeracy top-ups	Trauma Informed Schools therapeutic approach for children with SEMH – individual and group programmes
Mental Health Support Worker parent-child support	Fun Fit
Additional breaktime nurture support	Targeted after school 'Me Time' club – for self-esteem & resilience

**Pupil progress** has been tracked through teacher assessment for KS1 SATS (DfE will not require this data) and the phonics screening check data for Y1 has been submitted as required.

All pupils with SEND made progress according to their targets, despite interrupted learning.

- KS1 teacher assessment: in reading, writing and maths, all pupils identified at SEN Support made sustained progress and outperformed national data in the percentage achieving the expected standard. These levels will depend on the nature of learning challenges amongst the cohort but the Academy always maintains ambitious, challenging and inclusive targets for all its pupils, including the most vulnerable and those with identified SEND. Due to the complexity of communication and cognition need, no pupil with an EHCP achieved at the expected national curriculum level, however, all made significant progress in every aspect of their development through KS1.
- Y1 phonics screening 2021: 50% of pupils with SEND passed the phonics screening check, which remains above national average and all pupils requiring additional and different provision made progress in their acquisition of phonics over the course of Y1.

**Catch-up focus and interventions since September 2021 and planned provision from September 2022, dependent on results of language screening tool and teacher assessment of new classes:**

- All YR pupils are screened using the Language Link tool in order to check comprehension and identify any pupils requiring additional language provision. The Language Link assessment tool also enables checking of progress since the last screen for any pupil who has not reached expected levels of progress. Any pupil who had not made appropriate progress, receives additional, targeted support in the form of carefully designed small group work and 1:1 intervention, where required.
- Listening group then Talk Boost small group work for all YF pupils identified as showing below age related expectations in comprehension. Last year (2021-22), nearly a third of the cohort were not at age related expectations which is significantly higher than previous years, apart from 2020-21. The current new cohort is about to be screened and provision will be planned as appropriate. The Academy anticipates that a similar number of pupils will not be at expected levels of comprehension and communication, indicating the effects of the COVID pandemic will be affecting our children for several years to come. The SENDCO and speech and language therapist have provided support and advice to all YF teachers, so the whole class provision could be adapted to meet this level of need and the same provision will be required this academic year, dependent on needs in individual classes.
- As noted, all speech and language needs have been identified in KS1 and screening will begin in Reception classes in the second week of term to ensure appropriate whole class and individualised provision is in place.
- Pupils are receiving additional phonological awareness and phonics top ups wherever required. The success of this is reflected in the 2021-2022 phonics data where pupils with SEND made good progress.
- All pupils with EHCPs or EHCPs in process have been assessed against their targets and new communication passports have been written. One annual review will be held in the autumn term 2022 for a YR child and it is anticipated that 2 further EHCPs will be issued for KS1 pupils and a further 3 will be underway in YR (particularly high needs cohort in 2022-23). Teachers, support staff and parents are




delighted at the initial transition our most vulnerable pupils have made into their new year groups, including YR where there is significant complexity and a wide range of need. The SENCO has been successful in securing specialist support from appropriate agencies to support these pupils' transition and progress, through additional provision and specialist, specific training. This support will be ongoing, through the course of the year.

#### **Training and expertise of staff supporting SEN**

- The SENDCO has many years of experience working with children with a range of SEN and has undertaken the National Award in SEN Coordination at Masters level. The SENDCO provides advice and support to all classroom staff to support pupils with SEN as well as undertaking various diagnostic assessments such as the dyslexia screening test or PHAB (now undertaken by the speech and language therapist due to her expertise in these areas, she is an accredited dyslexia specialist and registered with the BDA). The SENDCO refers to external agencies for additional advice where appropriate and has excellent links with the Early Years Inclusion Service and CDC service who are available to support pupils with complex needs during transition. The SENCO has also commissioned a range of specialist services for pupils with the most complex needs.
- The Academy benefits from the on-site expertise and support of a speech and language therapist, supported by a trained specialist teaching assistant, both of whom are able to offer advice and training on a regular basis to all staff at the Academy on speech, language and communication issues.
- Staff have received training in areas such as: TACPAC; intensive interaction; Talk Boost; trauma informed schools; ASD; ADHD; working memory; phonological awareness; attachment disorders; self esteem and emotions programmes; emotional literacy support; sensory difficulties; hearing impairment awareness.

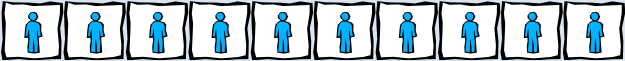


## The levels of support and provision offered by our Academy

### 1. Listening to and responding to children and young people



Whole Academy approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>Views and opinions of all pupils are valued.</li> <li>Pupil voice is represented in all aspects of Academy:               <ul style="list-style-type: none"> <li>Student council</li> <li>House team meetings</li> <li>Class meetings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SEND pupils are included in all consultation groups.</li> <li>Additional provision is developed in light of student voice and observed needs.</li> </ul>	<ul style="list-style-type: none"> <li>Individual support is responsive to the views and needs of pupils with SEND.</li> <li>Pupils' views and assessed needs are an integral part of CP/CHIN/Early Support meetings, SEN and Annual Reviews</li> <li>Pupils' views are incorporated into personalised curriculums which are represented by their Communication passports detailing individual education/behavioural targets.</li> <li>All documentation is presented in a format that is accessible to the pupil.</li> </ul>

### 2. Partnership with parents and carers


Whole Academy approaches	Additional, targeted support and provision	Specialist, individualised support and
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<p>The universal offer to all children and YP</p> 		<p>provision</p> 
<ul style="list-style-type: none"> <li>• The Academy works in partnership with all parents and carers. The Academy employs a Parent Liaison Officer to provide advice to all parents who require additional support in a range of situations.</li> <li>• Parents and carers are encouraged to participate in activities to support their children, the Academy and wider community through FOTA (Friends of Trenance Academy).</li> <li>• Parents and carers are invited to attend all progress review meetings and respond to parental view questionnaires.</li> <li>• Pupils' progress reports are sent home bi-annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are invited to attend information sessions about our literacy and numeracy programmes, Read Write Inc and Maths Makes Sense.</li> <li>• The Academy website provides access to curriculum information and additional ideas to support children's learning.</li> <li>• Parents are able to contact the Academy about their concerns at any time and arrange appointments to discuss matters with the appropriate members of staff.</li> <li>• If pupils are identified as requiring additional and different provision, parents are consulted and advised regarding their children's needs and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers are actively involved in all TAC/Early Support meetings and SEN or Annual Reviews where their views are integral to consultation and development of positive outcomes for their child.</li> <li>• Where appropriate, parents are given support to access multi-agency support and are involved in all relevant consultations. The SENCO will also support parents with Disa</li> <li>• All documentation is presented in a format that is accessible to parents (including translation for parents who are EAL).</li> </ul>















### 3. The curriculum


<p>Whole Academy 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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<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• All students, regardless of ability, have full access to the curriculum, which is designed to encourage independence and is skills based.</li> <li>• The Academy incorporates learning in the local environment through its Beach School curriculum.</li> <li>• Regular data tracking and pupil progress meetings identify pupils who need specific interventions.</li> <li>• The Academy has a whole school behaviour policy, with rewards and sanctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention packages are needs led.</li> <li>• The progress of all pupils taking part in intervention groups is measured on a regular basis.</li> <li>• The intervention packages are adapted in light of pupil progress.</li> <li>• Small group interventions include a variety of personalised programmes such as: <ul style="list-style-type: none"> <li>◦ Read Write Inc 1:1 tutoring</li> <li>◦ Speech and language programmes</li> <li>◦ Trauma informed schools therapeutic programmes</li> <li>◦ Fine and gross motor skills focused programmes</li> <li>◦ Social skills programmes</li> <li>◦ Self-esteem programmes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary. The curriculum is appropriately adapted to ensure learning is both meaningful and achievable targets are set for pupils with additional and different needs.</li> </ul>

#### 4. Teaching and learning




<p>Whole Academy 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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<ul style="list-style-type: none"> <li>• The Academy ensures quality first teaching to support the progress of all pupils.</li> <li>• The literacy and numeracy programmes, Read Write Inc (RWI) and Big Maths, are taught in adapted groupings to ensure appropriate targets and progress for all pupils. Understanding and experience of different writing genres is taught through story-telling techniques in addition to RWI.</li> <li>• Partner work is integral to all aspects of teaching and learning.</li> <li>• Lessons are planned to incorporate different learning styles and encourage thinking skills.</li> <li>• Pupils' work is consistently marked to facilitate pupils' understanding of whether they have achieved the learning objective and the next steps in their learning.</li> <li>• Pupils self-assess their understanding and learning throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</li> <li>• Teaching assistants/class teachers work with small groups to: ensure understanding; facilitate learning; foster independence; support pupils' focus and engagement; support peer modelling and scaffolding.</li> <li>• Independent learning is supported where possible through the use of a range of technology such as interactive whiteboards, laptops and digital cameras.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and adapted work is provided to facilitate independent learning but still ensuring access to a full and enriched curriculum.</li> <li>• Pupils' progress and achievements are celebrated and positively reinforced, to support the development of self-esteem and confidence.</li> <li>• One-to-one support is in place for pupils who need more intensive support but independence is encouraged wherever possible.</li> <li>• Appropriate external agencies are consulted for advice on teaching and learning for pupils requiring highly specialised additional provision.</li> </ul>




## 5. Self-help skills and independence

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Independence and self help skills are instilled in all pupils from Foundation onwards.</li> <li>• Appropriate resources are available in all classrooms to promote independence, such as: <ul style="list-style-type: none"> <li>○ Visual timetables</li> <li>○ Learning walls</li> <li>○ ICT</li> <li>○ Individual 'Help' cards for pupils to use when they recognise they need additional support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can access personalised provision, appropriate to the individual lesson, to support learning. This may include: Small group support by the teacher or teaching assistant Additional visual support in the form of task boards and mind maps</li> </ul>	<ul style="list-style-type: none"> <li>• Where appropriate, personalised visual timetables and NOW/NEXT task boards are utilised to support the development of independence.</li> <li>• Pupils with gross motor skills challenges follow individualised programmes to support their ability to dress/undress.</li> <li>• Where necessary, intimate care plans are devised with the parents and carers, with the aim of promoting self-help skills. The School Nurse service can also be consulted to further encourage independence in toileting.</li> </ul>




## 6. Health, wellbeing and emotional support

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>Emotional resilience and well-being are considered fundamental to effective learning at the Academy.</li> <li>The PSHE curriculum is embedded in all aspects of the Academy's curriculum and includes all pupils.</li> <li>Risk assessments and safety policies are in place to ensure all children are safe within the Academy.</li> <li>Routine hearing tests are conducted on all children in Y1.</li> </ul>	<ul style="list-style-type: none"> <li>Where appropriate, pupils participate in small intervention groups to promote self-esteem and emotional well-being. The type of provision will be planned according to need.</li> <li>The Parent Liaison Officer provides additional support and advice to parents and carers who have concerns regarding their children's health and emotional well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Students with specific medical conditions have an individual health care plan.</li> <li>Where appropriate, pupils will have an individualised programme to support their social and emotional well-being which will consist of a range of class-based and 1:1 interventions as required.</li> <li>Additional support for pupils can be requested from specialist agencies such as: the Mental Health Support Worker Team; School Nurse Service; CAMHS; social care; Penhaligon's Friends; CLEAR.</li> <li>TACs, Early Support meetings and Annual Reviews are supported by a range of agencies.</li> </ul>

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

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All areas of the Academy are accessible to everybody.</li> <li>• Accessible equipment is provided according to need.</li> <li>• Pupils feel safe and secure in their environment and empowered to ask for help when required.</li> <li>• There is a designated 'Designated Safeguarding Officer' (and deputies) and a named teacher for Looked After Children</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment.</li> <li>• The rewards and sanctions system is applied robustly on a whole school basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to specialist equipment resources where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Designated teaching areas are available, dependent on the specific needs of pupils.</li> <li>• Dedicated resources are matched to pupils' needs.</li> </ul>

## 8. Transition from year to year and setting to setting

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The Academy provides excellent transitional arrangements with its twelve feeder nurseries and childminders and onwards to the local junior school, Newquay Junior Academy as well as other primary settings where appropriate.</li> <li>• The transitions from local early years settings are carefully planned and involve a number of visits by appropriate staff. New pupils are invited to visit the Academy on several occasions prior to entry to ensure a smooth transition to school.</li> <li>• Newquay Junior Academy staff visit their new classes in situ at Trenance and Year 2 children will visit the Junior School on a transition day as well as appropriate events throughout the summer term prior to entry. Pupils moving to other local schools will also receive appropriate transition preparation.</li> <li>• Transitions between year groups are carefully planned, with full consultation between relevant teachers and transition visits arranged at the end of the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENDCO liaises with all early years settings, Newquay Junior Academy and other primary settings to ensure all information is shared to support successful transitions.</li> <li>• Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENDCO, Head of Foundation and the Year 2 Leader liaise with the relevant setting to arrange additional transition visits for pupils who require a personalised transition programme. Individual transition books are arranged for all children transferring to Newquay Junior Academy and other primaries as well as between year groups as required.</li> </ul>

## Answers to Frequently asked Questions

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

We use a variety of assessment strategies which are monitored regularly to ensure the progress of all children. If your child is not making progress then a range of appropriate assessments will take place to ascertain the nature of your child's difficulties.

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

The overall responsibility for your child's success lies with the Principal and Local Advisory Board (governing body), supported by class teachers, the SENDCO, teaching assistants, yourselves and your child.

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

In the first instance, please discuss your concerns with the class teacher. The class teacher will then advise the SENDCO who will discuss this with both you and the teacher. Your child will also be involved in these discussions, as appropriate. You and the school will decide on the best course of action which will involve assessing your child's needs, planning the next steps which may involve an appropriate intervention and/or referral to an external agency. Any goals set will be regularly reviewed.

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

The Academy works in partnership with all parents and carers. Parents and carers are invited to attend progress review meetings. Two reports are sent home each year. If your child has been identified and assessed as requiring SEN Support or has a Statement or Education, Health Care Plan, you will be invited to review your child's progress three times throughout the year. Individual Education Plan targets are devised in conjunction with the pupil and their parents or carers.

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

Our Academy has a family centred approach which promotes the emotional wellbeing of all of our pupils. If your child is experiencing a particular difficulty with any aspect of their social and emotional well-being, the class teacher, SENDCO and you will decide on a plan to support them which may involve a range of intervention programmes.

6. How do I know that my child is safe in Academy?

Risk assessments and safety policies are in place to ensure all children are safe within the Academy.

7. What SEND training have the staff at Academy had or are having?

Our SENDCO is completing the National Award for SENDCOs. All classroom staff have received forms of training, where the need has been identified, in a variety of areas such as safeguarding, speech, language and communication difficulties, autism awareness, language for learning, visual and hearing support awareness.

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

Provision is made for all children to take part in all learning activities.

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

Appropriate resources, whether equipment or additional staffing, are available in all classrooms to help all children.

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

Additional and different provision for your child will be assessed and reviewed on a need basis. The Academy follows the graduated response outlined in the SEN Code of Practice (2014) where the 'Assess, Plan, Do, Review' cycle is employed to ascertain the type of provision required, its duration and outcomes are carefully measured. Your child 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 (previously known as a Statement of Special Educational Need).

11. Who can I contact for further information?

You can contact us at the Academy or SENDIASS (previously Parent Partnership) on: 01736 751921. The Family Information Service also has a wide range of information on supportive organisations and useful contacts.

12. What should I do if I feel that my child's needs are not being met?

If you disagree with the Academy's provision for your child with SEND the following procedure should be followed: please discuss your concerns with your child's class teacher. If your disagreement is not resolved at this point, you will be referred to the SENDCO and the Principal. If, after having talked, the parent and school are still in disagreement then the parent will be referred to seek advice from SENDiASS (formerly the Parent Partnership) and asked to access the Informal Disagreement Resolution Service provided through Children, Schools & Families, and refer to the Academy Complaints Policy. The same procedure applies for looked after children and the designated teacher for looked after children will also be involved to support and liaise with the child's carers.