

Trevisker Primary School SEN Information Report

- ❖ Trevisker School is situated at St. Eval and is approximately 2.5 kilometres from St. Eval Church which is a landmark for miles around. The school has historical links with both the local community and RAF St. Mawgan.
- ❖ At Trevisker we undertake to create a warm, safe and caring environment where all our pupils can develop a sense of enquiry and creativity.
- ❖ We are committed to supporting all children to enable them to achieve academically and thrive socially and emotionally at school. Throughout their experience at our school, we take many steps to support them whilst encouraging independence and autonomy. Quality teaching enables most children to succeed however there are times when individual children may need additional or different support.
- ❖ 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 Trevisker children may receive varying levels of support according to their changing needs and circumstances. The information below is a guide to the 'typical' levels of provision. The levels of support and provision will vary across time for individual children in response to their individual needs. Current needs being met include:
 - ❖ Dyslexia
 - ❖ Autistic Spectrum Disorder
 - ❖ Attention Deficit Hyperactivity Disorder
 - ❖ Effects of medical conditions
 - ❖ Sensory Processing Difficulties
 - ❖ Social and emotional difficulties
 - ❖ All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation




of the offer to ensure success and achievement for all pupils. Staff and governors are given relevant and appropriate training, according to their needs, the needs of the children and the needs of the school.

- ❖ **Name of the Special Educational Needs & Disability Coordinator: Hannah Stephens**
- ❖ **Date: Sept 2022**
- ❖ **SEN Governor: Natalie Green**




❖ **Contact details: hstephens@kernowlearning.co.uk trevisker@kernowlearning.co.uk**

The levels of support and provision offered by our school




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 student voice is heard through:</p> <ul style="list-style-type: none"> ❖ The school council ❖ Pupil conferencing ❖ PHSE discussions in class ❖ Lesson studies ❖ Discussions with Governors/staff during monitoring visits ❖ Questionnaires ❖ The views and opinions of all students are valued. ❖ Self assessment and pupil feedback in lessons. | <ul style="list-style-type: none"> ❖ Pupils with SEND are included in all consultation groups ❖ Additional provision is developed in light of pupil voice ❖ 1 page profiles are accessible to any staff working with pupils with SEND ❖ Targets recorded in Learning Plans are discussed with the pupil. | <ul style="list-style-type: none"> ❖ Individual support is responsive to the needs and views of the pupil ❖ Pupil's views are an integral part of TAC meetings, SEN reviews and the development of EHC Plans ❖ Pupils are supported in target and outcome setting ❖ Documentation is presented in a format that is accessible to the pupil |




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>  |
|---|--|--|
| <ul style="list-style-type: none"> ❖ The school works in partnership with all parents and carers ❖ The parents/carers of all pupils are invited to attend parent/carer consultations and open afternoons each term ❖ Parents/carers are encouraged to contact class teachers initially with any concerns and are able to contact school with concerns at any time ❖ The website provides up to date information about the school ❖ An open dialogue is encouraged between teachers/TA's and parents usually face-to-face, sometimes by phone or on Teams ❖ Parents are encouraged to engage in one-to-one reading and comprehension skills with their child | <ul style="list-style-type: none"> ❖ Parents are able to contact school about concerns at any time ❖ Parents are informed if their child seems to have a barrier to their learning and as a result is receiving additional support. ❖ All parents of SEND pupils are invited to termly reviews of their child's Learning plan | <ul style="list-style-type: none"> ❖ Parent/carers are supported attending, and are actively involved in TAC meetings and SEN reviews. ❖ Parent/carer views are an integral part of SEN meetings/reviews. ❖ Transition meetings with parents full involvement and views listened to. ❖ Pupil communication booklets, where parents can inform staff of particular difficulties and strengths of their child. |


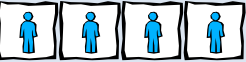

The curriculum

| <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>  |
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| <ul style="list-style-type: none"> ❖ All pupils, irrespective of their ability and/or additional needs, have full access to the curriculum. ❖ Our curriculum is based on the National Primary curriculum. This curriculum is broad and balanced and designed to allow the inclusion of all students and to excite and enthuse our pupils. ❖ There is detailed planning for all subjects with differentiated outcomes. ❖ Children have curriculum targets which are monitored and changed when they are achieved ❖ There is effective use of ICT across the curriculum to develop skills and to engage all learners ❖ School trips take place for all children to enhance the curriculum. There are opportunities for overnight stays for ks2 children in the form of camps at different venues. | <ul style="list-style-type: none"> ❖ The curriculum is differentiated to meet the needs of all learners. ❖ Where children are identified as needing extra support by their teachers then additional Interventions will be put into place. ❖ Groups of children may be given extra group support by a teacher or teaching assistant for a limited time. This intervention will be monitored and evaluated regularly partially through the Learning plans. Currently interventions include: ❖ Literacy: reading, spelling, writing, handwriting. ❖ Numeracy ❖ Speech and language by either a school based trained teaching assistant or a speech and language therapist bought in by the school. ❖ Behavioural support Inc. teaching of Social skills, anger management | <ul style="list-style-type: none"> ❖ Children who have an Education, Health and Care plan of special educational needs will access the curriculum with adult support or specific resources where necessary. ❖ Teachers plan specifically to meet pupil's SEND and ensure the objectives set out in their individual plans are addressed. This is monitored through the annual reviews. ❖ All children are encouraged to take part in the outdoor educational elements of the curriculum. The necessary support is provided in discussion with the child and parents. |




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>  |
|---|---|--|
| <ul style="list-style-type: none"> ❖ Teaching staff work with pupils to encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers ❖ Resources are easily accessible in classrooms including provision of Working Walls and displays. ❖ Success criteria is displayed ❖ Pupils are rewarded for independent functioning ❖ Pupils are encouraged to take responsibility of their learning through the use of learning lines and learning choices. | <ul style="list-style-type: none"> ❖ Instructions are repeated or supported ❖ There are often visual prompts included in success criteria Pupils have access to: <ul style="list-style-type: none"> ❖ Visual timetables ❖ Traffic light systems ❖ Timers ❖ Part of the teacher and TAs role is to facilitate independence. | <ul style="list-style-type: none"> ❖ Teachers/TAs ensure that the pupil knows how to ask for help or signal that help is needed. ❖ Teaching staff have a good understanding of what the pupil is /should be able to achieve so that there is a high expectation of the child's ability to attempt and complete learning tasks and daily skills on their own. ❖ Pupils are rewarded for independent functioning. ❖ Additional support for a child is shared between at least two adults to build trusting relationships in the young person |




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>  |
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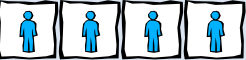

Health, wellbeing and emotional support

| <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>  |
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| <ul style="list-style-type: none"> ❖ Positive learning behaviour is promoted ❖ Throughout the school. The children sign up to their responsibilities and discuss their own class promises that promote the wellbeing of all. ❖ PSHE lessons include all students and the school promotes the SEAL curriculum. ❖ Sex and Relationships Education is provided for all students at appropriate levels. ❖ A variety of clubs address health and well being ❖ Incidents of adverse behaviour are recorded on Behaviour Incident Forms which are analysed and support given as identified ❖ Risk assessments are made to ensure well being | <ul style="list-style-type: none"> ❖ Time limited and monitored groups address: <ul style="list-style-type: none"> ❖ Self-esteem ❖ Social skills ❖ Life skills ❖ Managing extreme emotions ❖ A base is available for vulnerable pupils to take 'time out' and find support at break times with a trained member of staff | <ul style="list-style-type: none"> ❖ TACs, Early support meetings and reviews are supported by a range of agencies including the school nurse ❖ Additional support for pupils can be requested from a range of external agencies such as: <ul style="list-style-type: none"> ❖ CAMHS ❖ SALT ❖ Behaviour support ❖ ASD Team ❖ Students with specific medical conditions have individual health care plans |


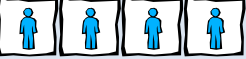

Social Interaction opportunities

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| <ul style="list-style-type: none"> ❖ All pupils have opportunities to interact socially with the whole primary age range regardless of age, ability or additional need. ❖ All pupils regularly take part in trips/activities in the wider community ❖ Lunchtime supervisors encourage children to take part in games and activities they instigate. ❖ Children are actively taught playground and wet play games by staff. ❖ Whole school assemblies encourage recognising and celebration of achievements by the whole school community. ❖ Parents are invited to special assemblies and open afternoons | <ul style="list-style-type: none"> ❖ Social groupings within classes are organised to support individuals. ❖ Support for individuals or groups that are struggling to interact appropriately is available from trained staff. ❖ Paired reading between year groups | <ul style="list-style-type: none"> ❖ Social stories are used to support individual pupils ❖ Use of tailored social skills during nurture lunchtime and playtimes. |

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

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|---|---|---|
| <ul style="list-style-type: none"> ❖ All areas of the school are accessible to everyone including those pupils with SEND ❖ There is wheel chair accessibility to classrooms ❖ There is a disabled toilet on site ❖ Pupils feel safe and in an environment where bullying is not tolerated ❖ There is a named child protection officer and a named Child in Care person ❖ All areas of the school are positive and all classrooms support learning ❖ Non-slip, non-breakable equipment is available in practical lesson ❖ Teachers focus on rewarding positive behaviour to promote a positive learning environment ❖ The rewards and sanctions system is consistent and robust and it is displayed in each classroom across the school | <ul style="list-style-type: none"> ❖ A base for vulnerable pupils offers a quiet and supervised area for those who are unable to cope in unstructured times ❖ Adapted PE equipment available ❖ There are named adults who are trained in positive handling ❖ Sloping desk stands are available for table tops ❖ Quiet room, safe places. | <ul style="list-style-type: none"> ❖ Specialist equipment enables disabled pupils to be independent |

Transition from year to year and setting to setting

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| <ul style="list-style-type: none"> ❖ There are strong links with feeder preschool ❖ Pre-school children visit school regularly in the summer term before they start ❖ Secondary staff visit pupils and staff early in the summer term to aid transition ❖ Pupils in year 6 attend their secondary school for transition activities ❖ School staff visit nurseries and preschools to observe children and discuss their needs ❖ Transition opportunities are provided in the summer term for children in the school to move to their new class and meet their new teacher | <ul style="list-style-type: none"> ❖ Additional visits are arranged for pupils who are particularly vulnerable at transition within school and with external transition ❖ Additional arrangements e.g. communication passport, booklets, photos | <ul style="list-style-type: none"> ❖ SENCo attends all annual EHC Plan reviews ❖ SENCo meets children, parents and key workers prior to transition days |

Services and organisations that we work with:

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 | 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 school Senco Current SALT support: Georgina Monk |
| 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 SENCo Current Ed Psych: Sally Penna-Bray |
| School Nurse | Advice given to parents and school based on individual medical cases also support for sleep problems and wetting | Referral through to School Nurse directly or through SENCo or Early Help Hub childrens.services@cornwall.nhs.uk Care Management Centre Truro Health Park Infirmary Hill Truro TR12JA |
| Parent Support Advisor | Work with families based on concerns that affect the child's education, e.g. attendance, behaviour, home learning, eating, routines | Referral through class teacher or SENDCo or Early Help Hub - web address: www.cornwall.gov.uk/earlyhelphub |
| 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 GP, SENCo or Early Help Hub |

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| Behaviour support service | Support on strategies for children with behavioural difficulties | CAMHS Referrals through school or home |
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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 – Hannah Stephens. 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 – Hannah Stephens.

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

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 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 Learning Plan (ILP), you will receive a school report in the Summer Term and there are parents' evenings and opportunities to meet the teachers during the year. You are also welcome to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

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 support staff or receive additional TIS support for their well-being. Parent Support Advisors are available to support families experiencing all sorts of difficulties. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact them yourself or speak to our SENCo 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 a team dedicated to support our staff in an awareness of specific conditions and illnesses. Safeguarding your child is everyone's responsibility and staff are all trained to do this in an effective and rigorous way.

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. 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 Local Offer is not being delivered or is not meeting your child's needs?

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

12. How is our local offer reviewed?

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

Any further questions: If you have any questions about our local offer, please don't hesitate to contact the school on 01841540363

Cornwall's Local Offer can be found by following this link: www.supportincornwall.org.uk/localoffer

If you want to complain about the school's SEN support, you should do it while your child is still registered at the school via the school's complaints procedure. This includes complaints that the school has not provided the support required by your child's SEN education, health and care (EHC) plan. There is a different process if you disagree with a decision your local authority has made about an EHC plan. You should raise issues directly with the local authority or via the SEND Tribunal.