

# St Stephen Churchtown Academy

## Our 'SEN Information Report and Local Offer' for the inclusion of all students including those with Special Educational Needs and Disability (SEND)

Date 17.07.2021

St Stephen Churchtown is a school which endeavours to provide inclusive learning for all pupils, including those with Special Educational Needs and Disabilities (SEND). All our children can enjoy and participate in a broad and exciting curriculum with additional extra-curricular activities such as trips and after school clubs available to engage their interest and develop their social, academic and physical skills. Differentiation enables all children to access learning at the level that meets their needs and allows them to achieve their full potential.

Link to Special Educational Needs Policy (if available)

[SEN Policy](#)

Link to Equality and Diversity Policy

[Equality and Objectives Policy](#)

Link to Accessibility Plan

[Accessibility Plan](#)




**Name of the Special Educational Needs/Disabilities Coordinator: Joanne Ellis**

**Rachel Geach**

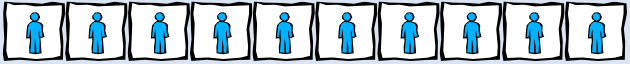


**Acting Head Teacher**

**Mrs Charlotte Smith**

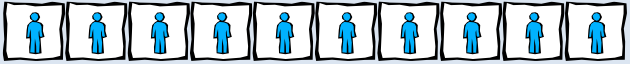
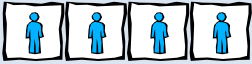

## The levels of support and provision offered by our school

<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"> <li>• Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning.</li> <li>• SEND provision overview and SEF/Audit.</li> <li>• Comprehensive Trust wide training sessions for all staff and SENDCos – for example differentiation, social stories, transitions – return to school and from setting to setting.</li> <li>• Whole School Trauma Informed Schools Approach – advice and guidance to support staff, children, and communities.</li> <li>• Ensure parental/family engagement.</li> <li>• Whole school approaches to embed new school routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning.</li> <li>• Review of IEPs for all pupils on SEN support. Ensure any adjustments of targets/provision is in place. Ensure cycles of assess, plan, do, review target and respond to presenting needs now.</li> <li>• Review intervention programmes.</li> <li>• Multiagency collaboration and referrals – risk assessments in place.</li> <li>• Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly. This will be reviewed Autumn term.</li> <li>• Visual supports and social stories to communicate whole school new routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Review EHCP provision / outcomes are accurate, and any adjustments addressed through formal processes with the Local Authority.</li> <li>• EHCP risk assessments when required.</li> <li>• EP planning and support sessions when required.</li> <li>• Multiagency collaboration and referrals – risk assessments in place.</li> <li>• Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly. This will be reviewed Autumn term.</li> <li>• Visual supports and social stories to communicate whole school new routines</li> </ul>

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

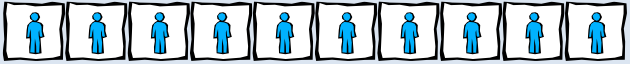
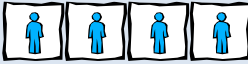

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The views of all children are listened to and valued.</li> <li>• Children's opinions are voiced to the school through: <ul style="list-style-type: none"> <li>➤ pupil premium and SEN questionnaires</li> <li>➤ school suggestion box</li> <li>➤ pupil interviews</li> <li>➤ class discussions</li> </ul> </li> <li>• Children's achievements both in and out of school are celebrated and shared through assemblies and displays.</li> <li>• Safeguarding and SEND concerns are discussed at staff meetings and briefings.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND children are encouraged to be involved with any feedback groups.</li> <li>• SEND children contribute their ideas to reviews.</li> <li>• SEND children are given additional support through differentiated planning, supportive resources, and adult guided group work.</li> </ul>	<p>Individualised support is responsive to children's views through:</p> <ul style="list-style-type: none"> <li>• Children are asked their opinions, and these are included in Annual reviews, Early Support TAC meetings/Multi-agency meetings and when writing Learning Passports.</li> <li>• Targets for learning passports and progress made are planned and discussed with pupils.</li> <li>• The children are encouraged to talk with the SENCo team.</li> <li>• Support staff are available to advise and help children at all times.</li> </ul>

## 2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>• Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The school works in partnership with all parents and carers.</li> <li>• The parents and carers of all students are invited to parent meetings.</li> <li>• Children's progress and targets are shared with parents.</li> <li>• Parents have the opportunity to meet with our Parent Support Advisor.</li> <li>• Parents and carers are made aware of who to contact if they have any concerns.               <ol style="list-style-type: none"> <li>1) Class Teacher</li> <li>2) SENCo team</li> <li>3) Head Teacher</li> </ol> </li> <li>• Newsletters, social media, the school website and texts keep parents and carers informed about what children are learning, school events and dates.</li> <li>• Where necessary parents are given support to access multi-agency support.</li> <li>• Welcome meetings for every class take place in the Autumn Term.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have the opportunity to be involved in extra- curricular clubs and activities.</li> <li>• Parent meetings, differentiated homework, differentiated spellings, reading tasks and records involve parents in supporting their child's progress.</li> <li>• The Head teacher, Class teachers, PSA and the SENCo team are happy to arrange appointments to update parents and listen to parental concerns.</li> <li>• Parents are encouraged to contact school at any time to address any concerns.</li> <li>• Parents are informed the minute school has concerns about a child's learning needs and are involved and informed about what strategies are being put in place to support their child.</li> <li>• Parental coffee mornings are held as information sharing and networking opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and carers are actively invited to discuss and attend Early Support TACs/Multi-agency meetings, Learning Passport reviews, Speech and language reviews and Annual review meetings.</li> <li>• Parents, carers, and children's views are an integral part of review meetings.</li> <li>• Advocacy is available to ensure parent views are taken into consideration.</li> <li>• Documentation is available for parents and carers to read in a format accessible to them.</li> <li>• Support is available to discuss and explain paperwork.</li> <li>• The SENCo team is available to discuss issues concerning children with SEND.</li> <li>• Home school books are provided for children when necessary.</li> <li>• The SENCo team liaises with other agencies and ensures parents are involved in this process and have any additional support they need.</li> <li>• The SENCo team and PSA support parents with issues at home and signposting where additional help is</li> </ul>

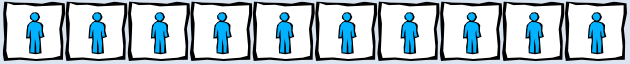
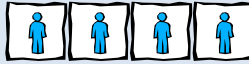

		<p>available.</p> <ul style="list-style-type: none"> <li>• Children with behavioural difficulties have individual behaviour plans, risk assessments, safety plans and reward systems and these are shared with parents.</li> <li>• ASD coffee mornings termly to support our families with ASD.</li> <li>• Termly speech and language meeting with parents to discuss and update parents regarding children with speech and language input.</li> </ul>
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### 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> 
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• All children have access to the curriculum.</li> <li>• Extra-curricular activities are actively encouraged, and provision made to attend out of school activity opportunities.</li> <li>• Pupil progress is monitored half termly.</li> <li>• All children have access to resources to support their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention work is focused on specific areas of need. The progress of children in intervention schemes is reviewed regularly. Interventions are evaluated and continued, adapted, or discontinued as appropriate.</li> <li>• Our targeted intervention schemes include: <ul style="list-style-type: none"> <li>➢ Teacher/TA support in English, Maths, social skills, and behaviour for learning.</li> <li>➢ Nessy</li> <li>➢ FFT</li> <li>➢ Phonics</li> <li>➢ Fun Fit</li> <li>➢ Lifeskills</li> <li>➢ TIS</li> <li>➢ Lego Therapy</li> <li>➢ Speech and Language – Elklan trained TA</li> <li>➢ Outdoor learning – Forest School</li> <li>➢ Sensory support – Sensory breaks, Calming boxes, Chewllery, Wobble cushions etc</li> </ul> </li> <li>• Small group peer mentoring takes place to develop children's confidence and aspirations.</li> <li>• Assessments including dyslexia testing and Motional screenings (this</li> </ul>	<ul style="list-style-type: none"> <li>• Specific, directed planning will support children where it is not possible for them to access classwork. The planning will be linked to class work but adapted to the level of individual needs to allow progress.</li> <li>• Some children who have more complex and severe barriers to learning may have an adult working 1:1 with them.</li> <li>• Some children with specific needs may have more individualised interventions including: <ul style="list-style-type: none"> <li>➢ Draw and Talk therapy</li> <li>➢ TIS</li> <li>➢ Funfit</li> <li>➢ Outdoor learning – Forest School</li> <li>➢ Sensory support – Specific individualised plans, Sensory Room, Specific sensory resources or equipment in place.</li> </ul> </li> <li>• Some children with specific needs may have individual peer mentoring.</li> <li>• Some children will have individual behaviour plans, safety support plans and risk assessments to address their needs.</li> </ul>

	to be reviewed in Autumn term) are used to identify pupils who need specific interventions.	<ul style="list-style-type: none"> <li>• Our Inclusion policy ensures DSEN children are an integral part of our approach to learning.</li> <li>• Some children with specific needs will access the curriculum through a bespoke timetable.</li> </ul>
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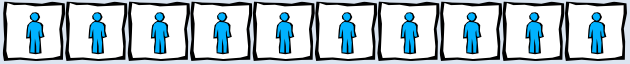


## 4. Teaching and learning

<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> 
<ul style="list-style-type: none"> <li>• Lessons are planned and differentiated to meet the needs of all students. Lessons include Visual, Auditory and Kinaesthetic teaching to support different learning styles.</li> <li>• Lesson objectives and success criteria are displayed and explained to all children, so they know what they are learning and what they need to do.</li> <li>• Teacher feedback is specific and includes what the pupil has done well and how to improve their work.</li> <li>• Marking ladders and success criteria are used.</li> <li>• Verbal and written feedback are used with children.</li> <li>• Children are given Time for Improvement and Challenge which allows them to address teacher's requests and marking.</li> <li>• Children are encouraged to take responsibility and pride in their work through non-negotiables and peer-marking.</li> <li>• Children are rewarded with stickers for good learning behaviour.</li> <li>• Children are given responsibilities within class and school to develop their engagement with the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Independent work is supported with technology including <ul style="list-style-type: none"> <li>➢ Interactive whiteboards</li> <li>➢ iPads</li> <li>➢ Chromebooks/laptops</li> </ul> </li> <li>• Readers and scribes are put in place to support children in test situations.</li> <li>• TA support is targeted towards specific groups.</li> <li>• SENCo team, Class teachers and TA's share information and lesson plans to ensure that pupils with DSEN have targeted support and provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and differentiated work focussing on specific learning styles is provided, enabling children to work independently, whenever possible.</li> <li>• 1:1 support is provided if needed for short intensive support sessions.</li> <li>• 1:1 support for more intensive support e.g. for those with physical difficulties, sensory difficulties, speech and language, visual impairment and if they have an EHCP.</li> <li>• Specialist support and advice is available from external agencies such as: <ul style="list-style-type: none"> <li>➢ Educational Psychologists</li> <li>➢ Physiotherapists</li> <li>➢ Occupational Therapists</li> <li>➢ Physical and Medical Needs Advisor</li> <li>➢ Autistic Spectrum Support Team</li> <li>➢ Cognition and Learning Service</li> <li>➢ Visual and Auditory Specialist</li> <li>➢ Early Support Team</li> <li>➢ Speech and Language Therapists</li> <li>➢ Aspire Inclusion Team</li> </ul> </li> </ul>






and independence. <ul style="list-style-type: none"><li>• Good quality training and CPD for all staff.</li></ul>		
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## 5. Self-help skills and independence




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>Teachers plan for and encourage independent learning.</li> <li>Children are given roles within the classroom and within school to encourage citizenship and independence.</li> <li>Children are taught strategies to develop independence for life skills and academic work.</li> <li>We use the Metacognition approach to learning.</li> <li>Children are encouraged to access resources needed for learning.</li> <li>Children are taught social and problem-solving skills throughout the curriculum and in PSHE lessons.</li> <li>Teachers and TAs ensure children are confident in what needs to be done before beginning independent work.</li> <li>Teachers talk through homework tasks with children so that the children are confident about what they need to do.</li> <li>Children are taught throughout the school to take responsibility for entering class and putting away their reading folders and coats, changing independently for PE, taking care of possessions and keeping their classrooms tidy.</li> </ul>	<ul style="list-style-type: none"> <li>Laptops/Chromebooks and iPads are available to support children who need alternative methods of recording.</li> <li>Life skills group for children identified with need to develop independence further.</li> <li>Fun fit group to support self-help/co-ordination skills.</li> <li>Individual visual supports to develop independence in key areas of self-help.</li> <li>Teachers and TAs use resources, questioning, visual supports, concrete resources, and verbal prompts to develop independent working skills.</li> </ul>	<ul style="list-style-type: none"> <li>TAs working with individual children encourage the students to be as independent as possible.</li> <li>ICT is used to record children's work.</li> <li>Resources provided by Physiotherapy, Occupational Therapy or other services are used to develop children's independence.</li> <li>Some children may be allocated resources which enable them to have 'dual occupation' whilst listening such as fiddle toys.</li> <li>Life skills intervention for children who need to develop independence focusing on Safety, Stranger Danger, Preparing Food, Money etc.</li> <li>Some children may have sensory resources which they have access to when needed.</li> <li>Provision is made to allow children to access out of school activities.</li> </ul>

## 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> 
<ul style="list-style-type: none"> <li>• PSHE curriculum is delivered to all children.</li> <li>• Science and PE curriculum include healthy eating, looking after our teeth and how exercise effects the body.</li> <li>• Themed assemblies are used to promote awareness of important issues.</li> <li>• Any emotional issues, disagreements or bullying are dealt with by staff immediately and reported to class teachers.</li> <li>• Additional lessons are included if specific issues have arisen.</li> <li>• Healthy eating information boards in the dinner hall.</li> <li>• Teachers, TAs and the SENDco help the children to understand both their own feelings and those of others.</li> <li>• Trauma Informed Schools whole school approach. Motional whole class screenings provide specific class activities to support areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• All adults provide pastoral care to any of our children who ask for help including: <ul style="list-style-type: none"> <li>➢ Teaching Assistants</li> <li>➢ Teachers</li> <li>➢ SENCo team</li> </ul> </li> <li>• Vulnerable children are partnered with 'mentors'.</li> <li>• Extracurricular sports activities and out of school competitions and events are actively encouraged to increase students' health and well-being.</li> <li>• Children may have group intervention for social skills and anger management.</li> <li>• EYFS and KS1 have free fruit provided and milk is provided for EYFS.</li> <li>• Reception and KS1 have access to free school lunches to provide a nutritious, warm meal daily.</li> <li>• Brighter smiles team, work alongside the EYFS for dental health.</li> <li>• Reception and Year 6 children have heights and weights monitored.</li> <li>• Reception children have sight screening.</li> <li>• Year 1 children have hearing screening.</li> <li>• School nurse attends coffee mornings</li> </ul>	<ul style="list-style-type: none"> <li>• Early Support TAC/Multi-agency meetings and reviews are supported by a range of agencies.</li> <li>• As needed additional support is requested from: <ul style="list-style-type: none"> <li>➢ CAMHs (Children and Adolescent Mental Health Service)</li> <li>➢ Dreadnaughts</li> <li>➢ Penhaligons' Friends</li> <li>➢ School Nurses</li> <li>➢ First Light</li> <li>➢ Educational Psychologists</li> <li>➢ Health visitors</li> <li>➢ Speech and Language</li> <li>➢ Physiotherapists</li> <li>➢ Occupational Therapy</li> <li>➢ Vision and Hearing Support Teams</li> <li>➢ Aspire Inclusion Team</li> </ul> </li> <li>• As needed children access individual mentoring.</li> <li>• As needed children may have access to Draw and Talk, TIS (to be reviewed in Autumn term) and Circle of Friends therapy.</li> <li>• Health Care Plans are created to support children's medical and physical needs.</li> </ul>

	<p>to provide additional information and support where needed.</p> <ul style="list-style-type: none"> <li>• A term of swimming for all KS2 classes is provided.</li> <li>• Outdoor learning.</li> <li>• Small TIS group sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Support and monitoring is provided for children with eating and toileting difficulties.</li> <li>• Swimming/Hydro take place weekly.</li> <li>• Outdoor learning</li> <li>• Some children with specific needs may access additional therapeutic activities.</li> <li>• Children with specific needs will have a Personal Evacuation Plan in case of emergency.</li> <li>• Specialist CPD for staff supporting children with complex additional needs.</li> <li>• Individual TIS sessions ( to be reviewed in Autumn term).</li> <li>• School bereavement champions x2.</li> </ul>
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## 7. Social Interaction opportunities




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All children have opportunities for social interaction in class and on the playground.</li> <li>• As well as regular group work in class, there are many opportunities to work in year groups, key stage groups and whole school activities.</li> <li>• School trips take place to enhance curriculum needs.</li> <li>• There are annual residential trips for years three to six.</li> <li>• Annual year two overnight stay.</li> <li>• Children are actively encouraged to participate in after school clubs and we celebrate achievements in out of school activities through assemblies and our newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>• Fun fit also supports social skills and interaction.</li> <li>• Small group TIS intervention (to be reviewed in Autumn Term).</li> <li>• KS2 Aspire Games days bring opportunities for inter-school relations.</li> <li>• KS1 Aspire Games days bring opportunities for inter-school relations.</li> <li>• EYFS Aspire Games days bring opportunities for inter-school relations.</li> <li>• The Big Sing for KS2 provides opportunities to interact with the local secondary school.</li> <li>• Lego Therapy.</li> <li>• Circle of Friends.</li> <li>• Socially speaking.</li> <li>• Outdoor learning.</li> </ul>	<ul style="list-style-type: none"> <li>• TA's working with individual students support development of social skills and may deliver specific programmes.</li> <li>• Some children may have individual Mentoring.</li> <li>• Hydrotherapy/swimming weekly for 30 weeks of the year.</li> <li>• Projectability multi - sport festival provides opportunity for children of different year groups within the school to socialise as well as opportunities for inter – school relations.</li> <li>• Lego Therapy.</li> <li>• Socially Speaking / Time to talk.</li> <li>• Circles of friends.</li> <li>• Outdoor learning.</li> <li>• Specific small lunchtime groups to support social interactions, develop turn takings and encourage safe play.</li> </ul>

## 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> 
<ul style="list-style-type: none"> <li>• All areas of the school are accessible to everyone including children with DSEN.</li> <li>• Children are in an environment where they feel safe and where bullying is minimal and dealt with promptly and effectively.</li> <li>• There are named Designated Safeguarding Leads: <ul style="list-style-type: none"> <li>➢ Mrs Sarah Chown (DSL)</li> <li>➢ Mrs Charlotte Smith (Deputy DSL)</li> <li>➢ Mrs Nicola Price (Deputy DSL)</li> <li>➢ Mrs Joanne Ellis (Deputy DSL)</li> <li>➢ Mrs Rachel Geach (Deputy DSL)</li> </ul> </li> <li>• All areas of the school provide a positive learning environment.</li> <li>• The rewards and sanctions system are maintained across the whole school reflecting the school rules and expected behaviour.</li> <li>• Teachers focus on positive rewards for good behaviour, with stickers, smileys and certificates.</li> <li>• There are always trained First Aiders on site to deal with accidents when required.</li> <li>• All EYFS staff are Paediatric First Aid trained.</li> <li>• All children are taught about personal safety such as road safety, Fire safety, E safety and how to call emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have quiet safe areas and are encouraged to use them to calm down.</li> <li>• Resources are made available to support learning and inspire confidence.</li> <li>• Key staff are team teach trained.</li> <li>• Support bars are fitted in toilets where required.</li> <li>• Year 5 and 6 are taught Cycle wise skills.</li> <li>• TIS intervention room.</li> <li>• Outdoor learning area.</li> <li>• Sensory room.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment and IT resources in classrooms enable children to be as independent as they can whenever possible.</li> <li>• 1:1 support is provided for all children where needed, including those with an EHCP, to ensure they can access all aspects of the curriculum.</li> <li>• 2 accessible changing facilities with hoists, 2 adapted toilets and ceiling hoists/portable hoist are in place to support children who have more complex needs.</li> <li>• Children with specific needs have access to sloped writing desks and chairs which support posture.</li> <li>• Diabetic trained staff work within areas of the school where needed.</li> <li>• Epilepsy trained staff work within areas of the school where needed.</li> <li>• Ramp access to all areas of the school.</li> <li>• 2 disabled parking bays.</li> <li>• Learning environment is accessible to pupils with visual impairments.</li> <li>• Each block has a motorised door to enable easy access for specific</li> </ul>

		children with complex needs.
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## 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> 
<ul style="list-style-type: none"> <li>• We have strong links with our key Secondary School.</li> <li>• Children visit their new classes at the end of the summer term to meet their new teacher(s) and work with their new classmates.</li> <li>• The Nursery and Foundation Stage work closely together.</li> <li>• Transition days are held for Nursery children and their Parents in the Summer Term.</li> <li>• Transition meetings are held between teachers and external nurseries to discuss any issues that may arise.</li> <li>• Internal transfer meetings are held between class teachers.</li> <li>• Transition coffee mornings/afternoons are held for transition from Nursery to school and Year 6 to Year 7.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 TAs and Class TAs work with vulnerable children to make a transition book and visit new classes and new teachers individually throughout the Summer Term.</li> <li>• New children and their parents are welcome to visit the school for a tour prior to joining the school.</li> <li>• Transition coffee mornings are held for parents of children who are on the RON for Reception and Year 6 parents to engage with relevant staff and discuss key issues.</li> <li>• Information to and from external settings shared with SENCo team with parental consent.</li> <li>• TAs work closely with children with DSEN prior to and during times of transition.</li> <li>• Meeting held between Brannel SENCo and our SENCo team to share information on all DSEN pupils, with parental consent.</li> <li>• PSA provides transition support for parents where required.</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCo of the new school will be invited to the Annual Review meeting for year 6 children.</li> <li>• The SENCo team will support and advise parents about the transition process.</li> <li>• Additional transition sessions are held for those that need it and parents are welcome to be involved.</li> <li>• Children with DSEN may have extra visits to their new school in year 6.</li> <li>• ASD champion runs meetings with parents and Brannel ASD champion.</li> <li>• Additional parent coffee afternoon for parents to meet and discuss thoughts and concerns with Brannel staff.</li> </ul>



## 10. Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
<b>Speech and Language Therapists</b>	Support children with communication difficulties.	Through the Early Help Hub 01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>Autistic Spectrum Team</b>	Support children with Autistic Spectrum Disorder	Katie Frampton Autism Spectrum Advisor 01726 223356
<b>Cognition and Learning Team</b>	Give advice for children who have specific barriers relating to reading and writing.	01579 341268
<b>Educational Psychologist</b>	Assess and give advice for children who have barriers to learning.	Through School 01726 822568
<b>Early Support Team</b>	Provide coordinating support for children who have multiple areas of physical and educational need.	Early Support Co-ordinator - Nathan Wilce Tel: 01209 615650 <a href="mailto:nawilce@cornwall.gov.uk">nawilce@cornwall.gov.uk</a>
<b>Early Help Hub</b>	They provide support, advice and signposting to relevant support services for parents and schools.	01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>Hearing Support Services</b>	Support children with hearing difficulties.	01726 61004
<b>Vision Support Service</b>	Support children with visual difficulties.	Theresa Maunder Professional Lead Vision Support <a href="mailto:tmaunder@cornwall.gov.uk">tmaunder@cornwall.gov.uk</a>
<b>Child and Adolescent Mental Health Services (CAHMs)</b>	Support children with mental health problems	Through the Early Help Hub 01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>School Nurses</b>	Support children with a range of physical, mental and behavioural needs.	Through the Early Help Hub 01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>SEN Assessment and Provision Team</b>	Conducts assessment for statements and EHCP and reviews and monitors implementation.	01872 322417
<b>Family Information Service</b>	Supports families across Cornwall with free, impartial information and advice.	0800 5878191
<b>Parent Support Advisor – Sarah Chown</b>	Support parents and families and signposting to additional services.	07512 267449 or 01726 822568 <a href="mailto:sarah.chown@aspireacademytrust.org.uk">sarah.chown@aspireacademytrust.org.uk</a>

## 11. Pupil progress

Children with DSEN have learning passports with specific, measurable, achievable, realistic targets to support their progress. The learning passports show what support is being put in place to enable the children to achieve their targets. These are shared with parents and pupils. Progress towards the targets is monitored closely and recorded. Parents are invited to review meetings where progress is discussed and they are involved in setting the next targets. Learning Passports are reviewed termly with parents. Any parent can request a meeting with the class teacher, the SENDco or the Head Teacher. All children's progress is monitored closely and regularly and any concerns with progress are discussed with the Head Teacher and the SENDco.

## 12. How we know how good our SEN provision is

The school's Ofsted report is available on the website.

## 13. If you wish to complain

The first point of contact for concerns should be the class teacher. If you feel that there are still concerns or questions unresolved then contact the SENDco or Head Teacher to arrange a meeting.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>

## **Answers to Frequently asked Questions**

### **1. How does your school know if a pupil needs extra help?**

All class teachers regularly monitor the progress of the children in their class. In addition, termly reviews and data scrutiny highlight any concerns. The SENCo team regularly discusses with teachers and closely monitors any children whose progress or behaviour may be causing concern. We follow the Aspire DSEN identification flow chart which makes sure we comply with the Graduated Response.

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

Our open-door policy encourages parents to chat with their child's class teacher after school. Appointments can be made at any time to see the SENCo team / Headteacher who is happy to listen and discuss how we can help.

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

Class teachers are responsible for the children in their class. However, all staff will work in partnership with the children and their parents to help the children achieve their full potential.

### **4. How is the curriculum matched to my child's needs?**

An exciting, balanced curriculum is adapted each lesson to include all children and their learning styles.

### **5. How do school staff support me/my child?**

Teachers plan appropriate support for groups and individuals as needed. The SENCo team co-ordinates additional intervention to support groups with specific needs. All staff are happy to talk to parents about their children's targets and how they can support their child's progress at home.

### **6. How will I, and my child, know how well they are doing?**

In the Autumn and Spring/Summer Term you will be invited to a parents' open event to discuss your child's progress. Children with DSEN will have an additional parent teacher meeting to discuss progress and update learning passports termly. Parents / Carers of children who have speech and language therapy are invited to an additional meeting each term with the school speech and language teaching assistant to discuss progress, targets and to discuss any support parents may want to implement strategies at home. All children will receive a report on their progress in the Summer Term. In addition, the teachers and SENCo team are happy to meet with you at any time to discuss your child's progress.

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

All staff, including volunteers are CRB/DBs checked and we follow our safeguarding policy to protect the children. The school site has up to date health and safety risk assessments.

8. What specialist services and expertise are available or accessed by your school?

Please see the list on page 17.

9. What DSEN training have the staff at school had or are having?

Each term a minimum of one staff meeting is spent supporting teachers in provision for children in their class with DSEN. Teachers and TAs also have many training opportunities to address specific barriers to learning. All staff complete online training modules. In the Summer Term we evaluate staffing and training needs which are then met through ongoing training for specific children.

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

Activities are planned with an awareness of the needs of all the children in the group and appropriate risk assessments made and appropriate adjustments are made to ensure inclusion.

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

Children are introduced to transition-by-transition visits and books. TA support and additional visits are arranged as necessary. SENCo team and PSA will support parents by arranging and leading additional transition meetings with the necessary people if required.

12. How are the school's resources allocated and matched to pupils' special educational needs?

The school receives funding to deliver education to all the children. Where additional support is necessary, resources are provided where possible. If a child has profound and multiple needs the school can apply for top up funding, via an Education Health Care Plan from the SEN Provision and Assessment Team.

13 How is the decision made about what type and how much support my child receives?

All children's progress is closely monitored and where concerns are highlighted, appropriate support is put into place, reviewed, and evaluated regularly.

14. Who can I contact for further information?

Please contact the school office who can direct you to our Head teacher, a senior leader, the SENCo team or class teacher as appropriate.

15 What should I do if I feel the SEN Information Report and Local Offer is not being delivered or is not meeting my child's needs?

Our open-door policy is there for you to come and discuss any concerns you may have.

16 How is your SEN Information Report and Local Offer reviewed?

Our local offer is a working document which will be updated as changes occur. In addition, it will be reviewed annually.

If you have any concerns regarding this local offer, please contact:

**Mrs Joanne Ellis SENDCO**

**Mrs Rachel Geach**

**Mrs Charlotte Smith Acting Head Teacher**