

Special Educational Needs & Disability (SEND)

Information Report

& Local Offer

**(To be read in conjunction with the
TPAT SEND Policy)**

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SEND Information Report and Local Offer

Contents

	Page
Introduction	3
Our Aims	5
Definitions	6
Roles and responsibilities	6
How we identify SEND	7
Monitoring pupil progress	10
Working as a team	11
Working with other agencies	12
Education Health and Care Plans	13
Data, Record Keeping and Confidentiality	14
How we support our children with SEND (Our Local Offer)	15
1. Appendix A - Services and Organisations we work with	20
2. Appendix B - Cornwall's Local Offer	21
3. Appendix C - Useful Links	21
4. Appendix D – Glossary	23

1.Introduction and Aims to Special Educational Needs and Disabilities (SEND)

Our Local offer and Information Report read in conjunction with the TPAT SEND Policy aim to:

- Set out how Perranporth Primary School support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This Local Offer and Information Report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs Coordinators (SENDCo's) and the SEN information report.

Perranporth Community Primary School is a member of Truro and Penwith Multi Academy Trust (TPAT).

We are a village school on the North Coast of Cornwall with 207 children on roll. We pride ourselves on having an inclusive ethos and ensure every child can access the curriculum, extra -curricular activities and enrichment opportunities. The school has 7 classes.

In Reception class all pupils follow EYFS framework and in Key Stages 1 and 2 pupils follow the National Curriculum.

Our aim is to offer excellence and choice to all our children, whatever their ability, need or barrier to learning. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies & adaptations for learning.
- acquire, assimilate and communicate information in different ways and at different rates.
- need a range of different teaching approaches and experiences.

We are well equipped at working with pupils with a wide range of needs and have consistently achieved 'good' in our Ofsted inspections.

We aim to meet the individual needs of all our children through quality first teaching, identifying additional needs early and offering a range of strategies and intervention programmes targeted to meet the additional needs of individuals and groups. We ensure children's additional needs are met through the Graduated Approach, which includes the Assess, Plan, Do, Review Cycle (APDR).

We provide additional and/or different provision for the range of needs as described in the SEND Code of Practice:

- Communication and Language
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or Physical needs.

We recognise that some of our children will have needs in more than one category.

We have excellent links with our pre-school provision and local secondary schools. Enhanced transition is offered to our most vulnerable pupils moving to secondary school or to other provision.

Our highly motivated teachers and support staff have a high level of experience and training relating to a wide range of SEND. Training is ongoing and relevant to current and anticipated need.

We work closely with a wide range of outside agencies to ensure that every child has the opportunity to learn and make progress.

Our school environment (internal and external) and school routines, such as lunchtimes and break times, have been carefully designed to improve pupils' relationships and wellbeing. They are designed with adaptability and accessibility in mind to ensure we provide a welcoming place for all learners.

We have an excellent outdoor environment, which is currently being developed further. This outdoor space enables our Forest School which is a highly beneficial addition to the curriculum.

We also have a Breakfast Club and a wide variety of clubs and extra-curricular activities after school. We work with parents to ensure that children with SEND have access to a range of opportunities for personal development. For example: music tuition, sports clubs and residential trips.

We have strong community links as well as working in close partnership with other schools in the Truro and Penwith Academy Trust.

We believe that it requires a whole team to support children and their families with Special Educational Needs and Disabilities. Developing positive relationships with families are a hugely important part of this team and the

work we do. They know their children best and are often experts on any disabilities, illnesses or needs their child may have. We will always endeavour to include parents/families and value their input, in discussion and planning of provision for their child's needs.

2. Our Aims

Through our local offer we aim to:

- Provide a balanced and broad curriculum that promotes the spiritual, moral, cultural, emotional, academic and physical development of pupils.
- Promote a healthy lifestyle and prepare them for the opportunities, responsibilities and experiences of adult life.
- Give access to the National Curriculum and, for those pupils with general and specific learning difficulties effective and personalised programmes.
- Enable pupils to improve their behaviour to a socially accepted level and offer effective and appropriate support for their emotional development.
- Respect all pupils and encourage them to become active participants in their own learning, develop confidence, independence, self-esteem and express their needs and desires.
- Seek effective links with pupils' families, schools and other professional agencies.
- Seek effective outcomes with transition from home and partner nurseries and also to secondary school as well as to and from other primary schools
- Develop a community of learners and we are committed to raising aspirations for all.
- Develop communication and self-help skills and strategies. Our teachers and teaching assistants are all experienced in delivering learning for pupils with special educational needs.

Staff are committed to identifying and providing for the needs of all pupils, in an inclusive environment where pupil abilities are supported and valued. Staff seek to overcome barriers to learning and are committed to ensuring that special educational needs are adapted for in all areas of the curriculum so pupils can achieve positive outcomes.

Perranporth Primary School has high expectations of respect and kindness towards each other, using rewards as positive reinforcement and with a view to learning from our mistakes (using metacognitive strategies). See also Behaviour/Relationships Policy.

3. Definitions

See Truro and Penwith Academy Trust SEND Policy.

4. Roles and Responsibilities

4.1 SENDCo



Our SENDCo is Nadia Lampier. She is a qualified teacher with over 25 years of experience and has the National SENDCo qualification.

nlampier@perranporth.tpacademytrust.org

The role and responsibilities of our SENDCo are set out in the TPAT SEND Policy.

4.2 Local Monitoring Committee – SEND

Our Local Monitoring Committee member (formally governor) for SEND is Helen Goodey

hgoodey@perranporth.tpacademytrust.org

The role and responsibilities of our Local Monitoring Committee are set out in the TPAT SEND Policy.

4.3 Headteacher



Our headteacher is Alistair Johnson.

head@perranporth.tpacademytrust.org

The role and responsibilities of our Headteacher are set out in the TPAT SEND Policy.

4.4 Teachers

The role and responsibilities of our teachers are set out in the TPAT SEND Policy.

We recognise that there needs to be a whole team around the child with SEND. Those involved may differ according to individual need, but will always include the child, their parent/carer, teacher, SENDCo, headteacher and relevant others.

4.5 Teaching Assistants (TAs)

We have a dedicated team of Teaching Assistants (TAs) who work under the guidance of class teachers and receive training in specific areas to support pupil learning. Several TAs are additionally trained to deliver targeted interventions.

5. What to Do if You Think Your Child May Have Special Educational Needs (SEND)

If you have concerns about your child's learning or development, the first point of contact should be your child's class teacher. You can speak to them informally at the school gate, arrange a meeting via the school office, or send a message through Seesaw.

Your child's teacher will share your concerns with our SENDCo, [Name], who will then contact you to discuss the next steps. Alternatively, you are welcome to contact the SENDCo directly using the details provided above.

Our Approach at Perranporth School

We will meet with you to gain a clear understanding of your child's strengths and areas of difficulty. Together, we will agree on the outcomes we want to achieve and the next steps to support your child.

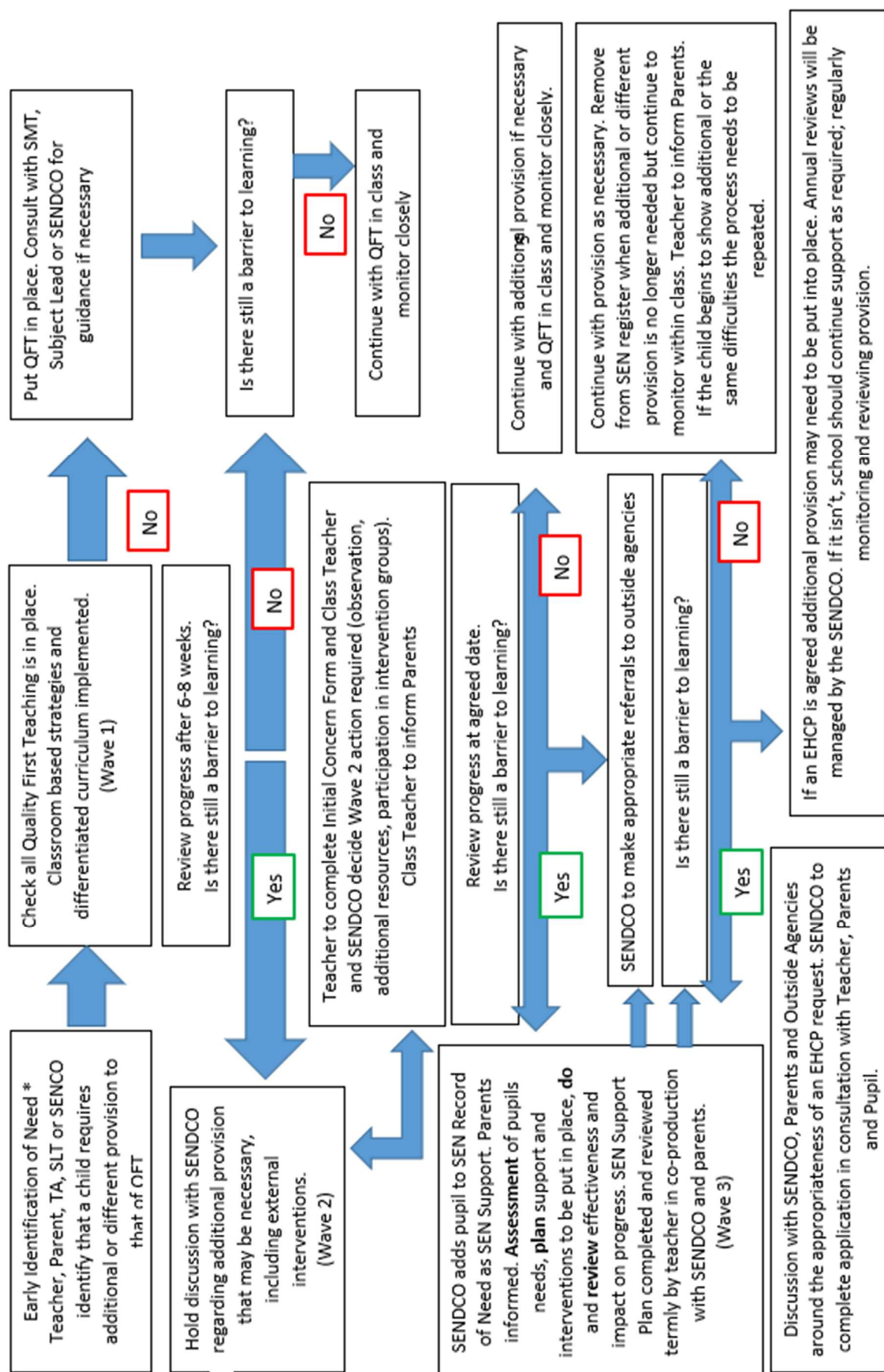
If it is agreed that your child requires SEN support, we will formally notify you, and your child will be added to the school's SEND Register.

Early identification is key. Teachers, parents, and pupils themselves can raise concerns, and these are discussed with the SENDCo. We may also receive information from previous schools or settings.

When a concern is raised, the SENDCo may observe your child in class and advise the teacher on strategies or interventions. Your child's progress will be closely monitored to see if these strategies have closed any gaps and addressed need.

The flow chart below shows the process of SEND Support.

SEND Identification Flow chart



At Perranporth School, we ensure that the assessment of educational needs directly involves the learner, their parents/carers and their teacher. The SENDCo will also support with the identification of barriers to learning. For some learners we may want to seek advice from external specialist teams.

Every school must maintain a SEND Register to ensure appropriate provision for pupils with additional needs. At Perranporth School, we are committed to ensuring that all learners have access to high-quality learning opportunities. For those at risk of falling behind, we work proactively to identify and address the underlying causes wherever possible.

6. Monitoring Progress at Perranporth School

Monitoring pupil progress is a fundamental part of our teaching and learning approach. Assessment takes place regularly within lessons, and progress and attainment data is collected on a half-termly basis. This data is carefully analysed by class teachers, the Senior Leadership Team, and the SENDCo.

The SENDCo reviews the progress of all pupils with SEND to ensure they are achieving expected or better outcomes. Where progress falls below expectations, the SENDCo works collaboratively with the teacher, pupil, and parents to identify barriers and agree on appropriate actions. This may include supporting teachers in developing **Assess, Plan, Do, Review (APDR)** plans tailored to individual needs.

Regular meetings between the SENDCo and the Headteacher ensure strategic oversight of SEND provision. In addition, the SENDCo meets termly with the designated Local Management Committee (LMC) member responsible for SEND to review progress and provision.

All support follows the **Assess, Plan, Do, Review** cycle, and the impact of interventions is measured to ensure effectiveness. This process is summarised in the diagram below.

Once a child is placed on SEND Support they enter a system of APDR (Assess, Plan, Do, Review). Please see TPAT SEND Policy.



Working in Partnership with Parents

At Perranporth School, we believe that collaboration between teachers and parents is essential in supporting pupils with Special Educational Needs (SEN). Together, we develop clear targets and strategies tailored to each child's individual needs. Review meetings are held at least termly to monitor progress and adjust plans as necessary.

Where appropriate, the class teacher or SENDCo will consult with parents about seeking advice from internal **TPAT specialists** or external support services. This may be considered if a pupil:

- Continues to make little or no progress in specific areas over an extended period.
- Works at National Curriculum levels significantly below those expected for their age.
- Experiences ongoing difficulties in developing literacy or mathematical skills.
- Has emotional or behavioural challenges that regularly interfere with their own learning or that of others, despite an individualised behaviour plan.
- Has sensory or physical needs requiring specialist equipment or regular input from specialist services.
- Has persistent communication or interaction difficulties that impact social relationships and create substantial barriers to learning.

Our Graduated Response

We follow the **Assess, Plan, Do, Review (APDR)** model, using a small-steps approach to ensure pupils have achievable targets that meet their personal needs. By breaking down attainment into finely graded steps, we help children experience success and build confidence. All pupils with an Education, Health and Care (EHC) plan or those recorded as SEN have an APDR plan in place. Effective planning ensures that parents, children, and young people with SEND can express their needs, wishes, and goals, forming the foundation for meaningful support.

7. Working as a team

The staff at Perranporth School work closely with families and pupils. We value their views and involve them fully in reviewing provision to ensure the pupil's progress and success.

7.1 Partnership with parents and carers

To ensure strong collaboration and effective support for pupils with Special Educational Needs (SEN), Perranporth School provides a range of opportunities for communication and involvement, including:

- Home–School Communication Books – to maintain regular updates between school and home.
- Regular Meetings and Telephone Conversations – to discuss progress and address any concerns promptly.
- Termly APDR (Assess, Plan, Do, Review) Meetings – where parents are invited to contribute their views and input into planning.
- Annual Parent Voice Survey – to gather feedback and improve our provision.
- Daily Meet-and-Greet Opportunities – for parents and children where additional support or reassurance is needed.

Our school website contains full details of our SEND Policy and Information Report, outlining the arrangements in place for pupils with additional needs. A named Local Monitoring Committee member, Kate Rowan, takes a particular interest in SEND and is always available to speak with parents and carers.

At termly review meetings, we share and discuss pupils' progress and targets with parents and carers. We also consult with families regarding any external interventions and ensure transparency in decision-making by providing clear information about the educational support available. Additionally, we hold regular internal meetings involving teachers, teaching assistants, the SENDCo, the SEN LMC member, and the Headteacher to review and update the progress of pupils with SEND.

1. Pupil Voice and Responsibility

At Perranporth School, we actively encourage pupils to take responsibility for their learning and to participate in decision-making. This ethos is embedded across all age groups and is particularly evident in our Early Years Foundation Stage, where the development of social as well as academic skills is prioritised.

Pupils are involved, at an age-appropriate level, in setting targets within their Assess, Plan, Do, Review (APDR) plans and during termly review meetings. They are encouraged to reflect on their progress and evaluate their

performance against agreed targets. Success in these areas is celebrated as part of our wider recognition of achievement.

To ensure pupil voice is central to the process, we may seek their views through:

- Attending review meetings to discuss progress and outcomes.
- Preparing a contribution such as a written statement, presentation, video, or drawing.
- Sharing views with a trusted member of staff who can represent them during meetings.
- Completing a pupil survey to provide feedback on their experiences.

8. Working with Internal (TPAT) and external support agencies

If required, the school will ask for support from the inclusion team within the Trust.

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- Local Authority SEND Support Teams.

See Appendix A.

9. Education, Health and Care (EHC) Needs Assessment

Where a pupil's needs cannot be met through the school's SEN Support and available resources, Perranporth School will, in consultation with parents/carers, request an Education, Health and Care (EHC) needs assessment from the Local Authority (LA).

If the LA decides not to issue an EHC plan, the school will review and implement the recommendations provided in the feedback to ensure the pupil's outcomes can be met through existing provision. The statutory process for an EHC needs assessment takes up to 20 weeks. Further details can be found here: Request an Education, Health and Care Plan needs assessment – Cornwall Council.

Named School on an EHC Plan

If Perranporth School is consulted by the LA regarding being named on an EHC plan, we will respond promptly to the consultation. Where the school is named on a pupil's EHC plan, we will admit the pupil and ensure that all staff working with them are fully informed of their needs and that appropriate arrangements are in place to meet those needs. The school may request a re-assessment of an EHC plan at least six months after the initial assessment if a pupil's needs change significantly.

Reviewing an EHC Plan

Perranporth School will:

- Ensure annual reviews take place at least once per year, and sooner if required. Interim APDR meetings will also occur between annual reviews.
- Make appropriate arrangements to host annual review meetings on behalf of the LA when requested.
- Seek advice and information from all relevant parties prior to the review meeting.
- Share all gathered advice and information with attendees at least two weeks before the meeting.
- Cooperate fully with the LA during the review process.
- Prepare and circulate a detailed report of the meeting to all attendees within two weeks of the review.
- Ensure that a review of the EHC plan is completed at least seven months before a pupil transfers to another phase of education.
- Use targets from the EHC plan to inform the termly Assess, Plan, Do, Review (APDR) process.

10.Data, Record Keeping and Confidentiality & Data and record keeping

The school will include details of SEND outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, development of all pupils.

The school uses a confidential online tool called Insight to record and share all SEND data. It is interactive so records can be updated quickly. For example. When children reach outcomes set out in their Individual Learning Plan it can be recorded immediately.

11. The levels of support and provision offered by Perranporth Primary School - our Local Offer

The support and provision Perranporth School make for children with SEND can be found below.

- 1 – This is support and provision that is available to the whole school.
- 2 – This is support to those who need some additional help. This may be targeted for a particular need and is often time limited.
- 3 – This is specialist or individual support for pupils with high or particular need.

Partnership with parents and carers

3

- Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child.
- Parents/carers views are an integral part of any SEND reviews and meetings.
- Parents/carers are offered support with any parental contribution and accessing documentation as required.
- Parent/carers are encouraged to access support from outside of school via the Family Information Service/ Local Offer/CAAP/Cornwall Parent Carers.
- The SENDCo holds coffee mornings to help keep parents informed and listen to any concerns.
- Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken.
- Regular face to face and telephone conversation with SENDCo to ensure progress is being made.

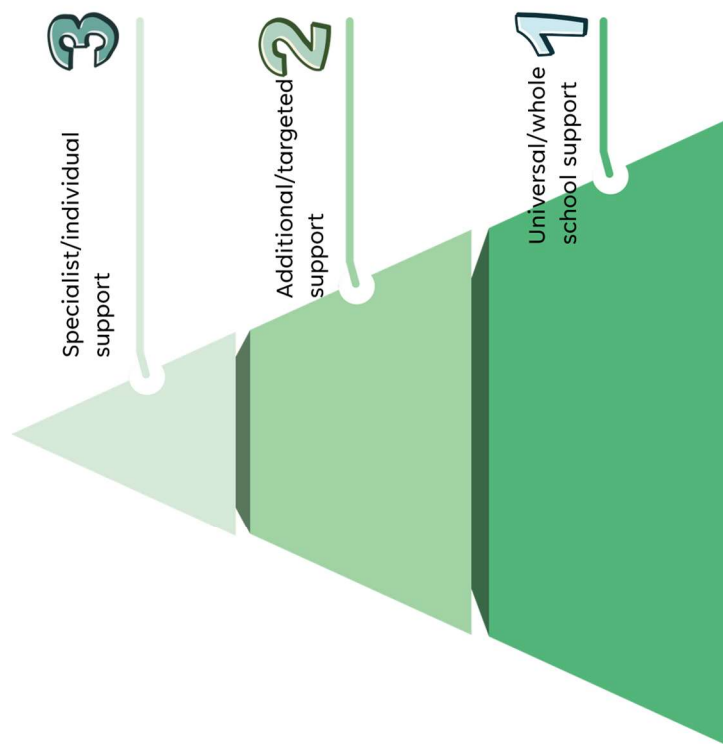
2

- Parent/carers are encouraged to contact the school with any query/concern at any time.
- Concerns are always heard and acted on.
- Parent/carers are encouraged to attend information sessions and workshops in order to support their child's learning. Information about these is shared in the newsletter or suggested to specific families.
- Phonics sessions for KS1 parent/carers
- Literacy, Numeracy & Dyslexia workshops for KS2 parent/carers.
- SEND Coffee mornings take place for parents of children on the SEND register.
- Termly SEND APDR progress meetings are held between the class teacher and parents. The SENDCo may attend. At these meetings parents views are listened to and recorded.
- A small number of SEND reviews are followed by TAC/TAF/PEP/CiC meetings.
- The SENDCo and classteachers are happy to talk to parent/carers at other times throughout the year.
- Parent views are collected through parent/teacher meetings and surveys.

1

- All parent/carers are actively encouraged to work in partnership with the school.
- There are numerous events throughout the year when families are invited to come to school and join in celebrating the children's achievements.
- The parents/carers of all pupils are invited to attend parent consultations twice a year in the Autumn and Summer terms.
- A progress report is sent home at the end of each term, with a detailed full report to parents/carers in the Summer term.
- Home School reading diaries provide a vehicle for general communication.
- Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise.
- School website provides information and sign posting for parents/carers.
- School website, weekly newsletter and Seesaw are used for reminders and general information sharing.
- Information sessions and parent workshops linked to Literacy, Numeracy, Phonics, and e-safety are provided at different times through the year.
- Early Birds Breakfast club is available to provide childcare before school.
- There are a variety of after school clubs and extracurricular opportunities available to pupils each week.

Listening to and responding to children and young people



Individual support responds to the views of the pupil.
Pupil's views are an integral part of TAC meetings and SEND reviews.

Documentation is presented in a child friendly format.
Pupils are invited into review meetings where they are encouraged to share their views. Pupil contributions are made verbally, written by the pupil or dictated to an adult.

Meet and greet/Time to talk at start and end of day for children struggling with transitions.

NHS Emotional Mental Health Practitioner is available.

The voices of children with SEND are included and valued.

Small group consultation opportunities are given to encourage all to contribute.

Small group work for those pupils who need help with anxieties or worries eg THRIVE/friendship groups.

During APDR meetings children are listened to and their views are included on APDRs.

The views and opinions of all pupils are valued. We know this through pupil surveys.

Pupil voice is heard through School Council and questionnaires. Small groups provide opportunity for regular conversation e.g. in regular PSHE activities.

All pupils know who they can speak to if they have worries or concerns and are able to identify an adult that they would approach to help them.

accessible SEN information report on website.

Partnership with parents and carers

3

- Parent/carer knowledge of their child's strengths and interests as well as difficulties are valued and used to plan provision for the child.
- Parents/carers views are an integral part of any SEND reviews and meetings.
- Parents/carers are offered support with any parental contribution and accessing documentation as required.
- Parent/carers are encouraged to access support from outside of school via the Family Information Service/ Local Offer/CAAP/Cornwall Parent Carers.
- The SENDCo holds coffee mornings to help keep parents informed and listen to any concerns.
- Parent/carers are supported by the school SENDCo if an assessment by the Local Authority is undertaken.
- Regular face to face and telephone conversation with SENDCo to ensure progress is being made.

2

- Parent/carers are encouraged to contact the school with any query/concern at any time.
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- Phonics sessions for KS1 parent/carers
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- A small number of SEND reviews are followed by TAC/TAF/PEP/CIC meetings.
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- Home School reading diaries provide a vehicle for general communication.
- Parents are encouraged to speak to the class teacher but will be directed to other significant members of staff should the need arise.
- School website provides information and sign posting for parents/carers.
- School website, weekly newsletter and Seesaw are used for reminders and general information sharing.
- Information sessions and parent workshops linked to Literacy, Numeracy, Phonics, and e-safety are provided at different times through the year.
- Early Birds Breakfast club is available to provide childcare before school.
- There are a variety of after school clubs and extracurricular opportunities available to pupils each week.

The Curriculum

3

Children with SEND access the curriculum with adult support, scaffolding or modification as appropriate. Specialist advice is sought and recommended equipment and resources are used as directed e.g. daily exercises as advised by an OT. Children's interests and strengths are used to encourage engagement in their learning. The curriculum is adapted to meet individual need e.g. children may go to Riding for the Disabled or take part in the Wave Project.

All children regardless of ability or need are included in all school activities, extra-curricular clubs and school trips. Specific needs are provided for on a one-to-one basis ensuring the needs of the individual child are met. Inclusion is important and provision is made so that children with SEND can always have access to school trips.

2

Through our rigorous tracking we identify pupils who need additional support/ specific intervention. Each topic area has been considered and curriculum leads have identified where and how the curriculum can be adapted for those with SEND. Children access curriculum enrichment opportunities. Intervention packages are needs led and are adapted to meet the needs of individuals and groups of children.

Intervention tracking monitors progress of those children at risk of making less than expected progress. Small group intervention may include:
Phonics
Reading comprehension
Spelling
Numeracy
Fine motor skills/handwriting
Speech and language
Social communication etc

1

The National Curriculum and Early Year's Framework are used and are designed to ensure all children can be included. We offer a broad and balanced curriculum with opportunity to widen experience, develop life skills, raise self-esteem and raise aspiration. All children have access to the curriculum with reasonable adjustments made as required. Tracking and assessment are used to inform planning

Barriers to achievement are identified early to allow effective provision to be put in place. All KS1 pupils access our phonics scheme. If children have not understood specific concepts in maths and English in the morning then they are reinforced in the afternoon. We use a topic-based approach catering for all different learning styles. Outdoor learning is encouraged throughout the school and Forest School experiences are incorporated into our curriculum.

Teaching and Learning

3

personalised and highly differentiated work is provided to enable independent learning.
Individualised targets are created through the assess, plan, do, review process. These are reviewed on a regular basis in class (between staff and pupil) and at least termly with parents.
Bespoke support packages are created for individual children (additional to and different from what is normally available in the classroom) The children receiving this level of support will have needs such as: speech and language, sensory needs, learning delay, hearing and visual needs, autism, dyslexia, social and emotional difficulties or any other difficulty or disability.
Individual targeted teaching following specific programme e.g SALT programme.

2

Teachers and Support staff work in partnership, sharing information to ensure provision is effective and targeted appropriately.
Access to needs led small group intervention for reinforcement of concepts requiring over learning and/or pre-teaching of new concepts. This may be taken by the teacher or TA.
Sensory strategies are used for those needing input to be ready to learn ie proprioceptive input between lessons, brain breaks, resistance bands on chairs.

1

All lessons are carefully planned to include focused learning objectives, clear success criteria, different learning styles and differentiated activities.
The school is working towards being reaccredited with the 'Inclusive Dyslexia Friendly Schools' quality mark.
All staff have had training in Trauma Informed Practice
Children work in ability groups, friendship groups, pairs and independently during the school day.

One-to-one support may be put in place for the children with the greatest need. This resource is used carefully to ensure the children maintain as much independence and contact with peers as possible.
Explicit support is given to individual children on how they can develop metacognitive strategies in areas they find difficult.
Advice/Input from specialist teams or outside agency eg Educational Psychologist, teacher for the deaf/visually impaired.
Special test arrangements are organised as required.
Where a child needs specific, complex, ongoing support in addition to, or different from other children an application to the Local Authority for a needs assessment for an EHCP (Education, Health and Care Plan) may be made.
Where a child has an EHCP, targets will relate to their plan in order for them to make progress.
Where a child has an EHCP this will be reviewed at least yearly (or sooner if adults around the child feel it is necessary).

Children are screened for dyslexia.
Supported group work in class to ensure understanding, facilitate learning, foster independence, and keep children on task.
Access to technology such as floorbots laptops, iPad, etc.
Homework Club/ Teacher Tuition by invitation.
Literacy support tools available for those pupils who have traits of dyslexia.

All staff encourage children to use metacognitive practice i.e. using 'Ready, Reflect Review' in all of their learning.
Each class has a TA who supports the teacher by ensuring that all pupils can access activities to further their learning.
There is effective feedback to children - face to face and through marking.
Alternative ways of recording may be used.
Many strategies and equipment are available for all children. For example, pencil grips and coloured overlays.

Self-help skills and independence

3

Additional adult support is used in a targeted way to help the child identify what help they need and provide strategies to empower them and promote their independence.
Provision of specialist equipment.
Necessary adaptations to environment.
Personalised task boards /timetables.
Personalised visuals eg timers, timetables, traffic Lights, Now and next boards, working areas etc.

Individual Care Plan respecting the child's privacy.
Zones of Regulation and/or Five Point Scale are used to help with self-regulation.

2

Needs led adult support which encourages independence.
Visual prompts to encourage independent self- help skills.
Personalised equipment e.g. tinted overlays, pencil grips, ear defenders, resistance bands etc available to use when needed.
Supportive use of metacognition

1

High expectations for all pupils.
Provision an environment and resources which promote and support independent learning.
Good modelling of independent learning by adults and peers.
Opportunity for pupils to work independently and collaboratively.
Self-peer assessment.

Sensitive tracking by additional adults in class.
All children are taught strategies for self- help and resilience.
Strategies are taught to all children to help them plan, monitor, and reflect on their own learning, helping them to decide on what tools (both physical and mental) to use to complete a task. (This process is called Metacognition).

Health, wellbeing and emotional support

3

An NHS Emotional Mental Health Practitioner is attached to the school and works with individuals or parents on identified issues.
School works closely with a range of outside agencies and contributes to TACs, Early Support Meetings etc.
Pupils with specific medical conditions have individual health care plans which are completed with parents.
Meet and Greet.
Individual and/or group Nurture sessions based on Thrive and Trauma Informed Schools Practice.
Medical support given to those pupils who require it on a daily basis and those pupils are encouraged to be independent in helping support their needs.

Additional support for pupils can be requested from:
CAMHS
School Nursing Services
Dreadnought
Penhaligon's Friends
Educational Psychologist
Speech and Language therapy service
Behaviour support
Social care
Early intervention programme

2

Action taken to ensure children can access relevant opportunities for curriculum enrichment such as providing transport.
School Nurse Team available for advice and support for families and school.
Support for families available through Family Information Service (FIS).

Pupils are voted onto the School Council on an annual basis, per class from Y1 – Y6.
Staff are Team Teach trained as appropriate.

1

All staff are trained in trauma informed practice and emotional coaching.
School has a senior mental health practitioner and a trained mental health champion.
In Jan/Feb the whole school has a Wellbeing Day. Teams take part in different wellbeing activities throughout the day.
As a school we aim to develop the whole child.
Safeguarding a priority.
Appropriate child protection training including E Safety training has been undertaken by designated safeguarding lead, cover safeguarding lead and other relevant staff.

All necessary risk assessments are in place.
All children access PHSE.
Peer support is encouraged.
Majority of staff are trained in Paediatric first aid to ensure safety of the pupils.
Sex and Relationship curriculum is taught in all year groups using the Jigsaw Curriculum.
Safeguarding information clearly displayed.
School promotes healthy life style living through healthy food/snacks, physical activity, growing etc.
Access to extensive outside space.
Access to Breakfast and After School Clubs & activities.

Social Interaction Opportunities

3

Individual adult support provided to encourage collaborative activities.
Use of social stories with individual children to promote social skills.
Pupils with dedicated TA time may need supporting during playtimes.
Children with specific and complex needs may have social interaction opportunities included specifically into their curriculum.

2

Small group activities such as Circle of Friends/social skills group/THRIVE.
School Council represents the views of each class from Y1 – Y6.
Lunch time play ambassadors support inclusion on the playground.

1

School visits and camps.
All children have opportunities for social interaction, regardless of need or ability.
All children belong to a class with a named teacher.
All teachers plan lessons that include collaborative working and social interaction.

All pupils are in a 'House Team'.
All reasonable endeavours are taken to ensure all children can access visits and residential trips.
School works in partnerships with other schools especially within the St Ives and Hayle clusters of schools.
Extra-curricular clubs are available regardless of need.

The Physical Environment

3

Specialist equipment to enable children to be independent e.g. tinted overlays/exercise books used to support pupils with dyslexic tendencies.
Advice followed from specialist teachers for children with sensory/physical needs.
Accessible toilet.
Parking bay for those with a blue badge.
Classrooms and corridors are made accessible for all pupils.

Ramped access to school premises at the main entrance of the building.

2

Access to quiet spaces outside.
Alternative arrangements for unstructured times e.g. lunch times.

1

All areas of the school on the ground floor are accessible to everyone including pupils with special educational needs.
Pupils feel safe in an environment, where bullying is absolutely minimal and dealt with effectively.
Named Dedicated Safeguarding Lead/Cover Safeguarding Lead.

Teacher's focus on rewarding good behaviour to promote a positive learning environment with clear sanctions used consistently.
Rewards and sanctions systems are robust and displayed around the school.

Transitions

3

Individual and supported enhanced transition including extra visits with TA. Social stories can be utilised to help. Highly individual communication ensured. passport including photographs etc shared to new setting. Secondary school staff invited to year 5 and 6 annual review. Parents/ carers offered advice and support ahead of selection. Liaison provided by SENDCo with second setting during transitions.	Transition meetings for pupils with EHCPs take place a year prior to peers (or at other times as necessary) with SENDCo, family and other professionals. The SENDCo liaises with the Local Authority and family as appropriate. Where specialist provision is needed for a child with an EHCP a review is called and the SENDCo and parents work together to provide evidence to the LA that a different provision is needed. Pupils who struggle with transitions within the school day are supported on an individual basis to be prepared and make these changes with help.
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2

Transition meetings are held between secondary SENDCo, Y6 teacher and our SENDCo to discuss needs and provision for children on SEN register.
Enhanced transition opportunities for pupils in Y6 who may need additional support eg extra visits/learning mentor etc.

1

On site pre-school with comprehensive transition arrangements in place for entry into EYFS including transition afternoons and lunches in the summer term pre reception.
Transition planning for all year 7 with local secondary schools (Hayle and St Ives).
Transfer of all records between classes and settings.
Timetabled meetings for focussed conversation between class teachers.
In house transition day.

Appendix A

Services and organisations that we work with

Service/organisation	What they do in brief
Child Health Department	Community paediatricians, physiotherapists, occupational therapists (OTs), speech and language therapists, emotional and mental health practitioners and other health professionals work with children with individual needs
Educational Psychology	Specialists in learning, behaviour and child development
SEN Support Services	Teams cover Autism, Educational Psychology, Moving and Handling, Augmented and Additional Communication, Cognition and Learning, Speech and Language, Hearing, Physical and Medical needs, Vision
Speech and Language Therapy (NHS)	Advice and support for all speech and language and communication needs
Child and Adolescent Mental Health Service (CAMHS)	Support children and adolescents with a wide range of emotional, mental health and behavioural issues
Penhaligon's Friends	Support and programmes to help bereaved children and their families
Dreadnought	Support and programmes to help children with behavioural and emotional difficulties
Early Help Hub	Single point of contact and co-ordination service for disabled children
Educational Welfare Service	Promote children's regular school attendance

School Nurse Team	Providing community health services and support to schools, children and their families
Multi Agency Referral Unit (MARU)	Provide advice and multi-disciplinary response to concerns about safety
Statutory Special Educational Needs Service	The Statutory Special Educational Needs (SEN) Service is responsible for: The Education, Health and Care (EHC) needs assessment processes and the maintenance and review of existing EHC plans The team work with, education settings families a range of services and other local authorities.
Sendiass (Special Educational needs and Disability Information and Advice Service)	Provide information and support for parents and carers of children with individual needs
Family Information Service	Provides impartial guidance on local services and support available to families

Appendix B

Cornwall's Local Offer

Cornwall's 'Local Offer' can be found here:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

What's included in the Local Offer?

Cornwall's SEND Local Offer includes the provision and guidance that is available for children and young people:

- who are aged 0 – 25 years; and those
- with or without an Education, Health and Care (EHC) plan or Statement of SEN

Please see this list of things that are included in the SEND Local Offer and quick links to the relevant part of the site.

Appendix C

Links to helpful websites:

National SEND Data

[Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

Special Needs Jungle: <https://www.specialneedsjungle.com/>

SEN SOS! : <https://www.sossen.org.uk/>

Cornwall Accessible Activities Programme: <https://www.caapuk.co.uk/>

Parent Carers Cornwall: <http://parentcarercouncilcornwall.org.uk/>

Neurodiversity Hub: <https://parentcarerscornwall.org.uk/neurodiversity/>

National Autistic Society: <https://www.autism.org.uk/>

PDA Society: <https://www.pdasociety.org.uk/>

Dyslexia Cornwall: <https://www.dyslexiacornwall.org.uk/>

Speech and Language Development: <https://ican.org.uk/i-cans-talking-point/>

Contact, for families with disabled children: [Contact: the charity for families with disabled children](#)

Young Epilepsy: <https://www.youngpilepsy.org.uk/>

Sensory Processing Disorder: www.spdstar.org

Appendix D Glossary

APDR	Assess, Plan, Do, Review	SALT	Speech and Language Therapy/Therapist
CAAP	Cornwall Accessible Activities Programme	SEND	Special Educational Needs and Disability
CAMHS	Childrens and Adolescent Mental Health Service	SENDCo	Special Educational Needs and Disability Coordinator
EP	Educational Psychologist	SENDIASS	Special Educational needs and Disability Information and Advice Service
EHCP	Education, Health and Care Plan	TA	Teaching Assistant
EYFS	Early Years Foundation Stage	TAC	Team Around the Child
FIS	Family Information Service	Thrive	A system to help pupils with emotional difficulties.
KS	Key Stage	TiS	Trauma Informed Schools
Meta-cognition	The process by which children plan, monitor, and reflect on their own learning, This process also helps them to decide on the tools they need to complete a task.	Transition	Any change in schooling, from nursery to school, between years, key stages or schools.
OT	Occupational Therapist	Zones of Regulation	A system to help children emotionally regulate
PSHE	Personal Social and Health Education		

Information Report status and review

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