



Special Educational Needs & Disability (SEND)
Information Report
& Local Offer
(To be read in conjunction with the
TPAT SEND Policy)
Roche CP School

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SEND Information Report and Local Offer

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1. Introduction

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

- Set out how Roche 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 (SENDCos) and the SEN information report.

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

At Roche, we believe that children have a right to a safe, happy, varied and challenging learning experience. Every individual child matters and all children have abilities and potential which must be realised.

Within this context, commitment, self-responsibility, honesty and respect are the key personal qualities which we value from all members of our school community and that we feel are essential to success in later life.

We also highly value nurturing the “whole child” and do this through the school's Five Ways to Wellbeing and Relational Approach.

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 local pre-school provisions and local secondary schools. Enhanced transition is offered to our most vulnerable pupils moving to secondary school or 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 EYFS outdoor environment as well as a wider meadow area and extensive field and playground.

We also have wraparound care from 8am to 6pm as well as 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, through a variety of clubs and school trips and residentials. We provide 1:1 support if necessary at after school clubs to ensure all our SEND pupils can take part.

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

We believe that it requires a whole team to help those with SEND. Parents/carers are a hugely important part of this team. 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 and value their input, in discussion and planning of provision for their child's needs.

1. 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 working to realise their potential and we are committed to raising aspirations for all.
- Develop communication and self-help skills. 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 catered for in every areas of the curriculum so pupils can achieve positive outcomes.

Roche 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 as well as restorative conversations. See also Behaviour Policy.

3. Definitions

See Truro and Penwith Academy Trust SEND Policy.

4. Roles and Responsibilities

4.1 SENDCo



Our SENDCo is: Claire Powell. She is a qualified teacher with over 18 years of experience and is currently undertaking the National SENDCo qualification.

sendco@roche.tpacademytrust.org

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

4.2 Local Monitoring Committee – SEND



Our Local Monitoring Committee member (formally governor) for SEND is Tina Leack.

You can contact her on reception@roche.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 Jeremy Walden

jwalden@roche.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 team of TAs who work under the guidance of teachers and are trained in certain areas.

Some TAs are trained to provide additional interventions such as lego therapy, We Thinkers, Precision teaching, maths and literacy catch up.

5. How we identify SEND

If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this each evening at the school gate or call into the office.

They will pass the message on to our SENDCO, Claire Powell, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly, see above.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

Early identification is vital.

Teachers, parents and the pupils themselves highlight any difficulties with pupils' learning and these are discussed with the SENDCo. Information may also be received from a previous school or setting.

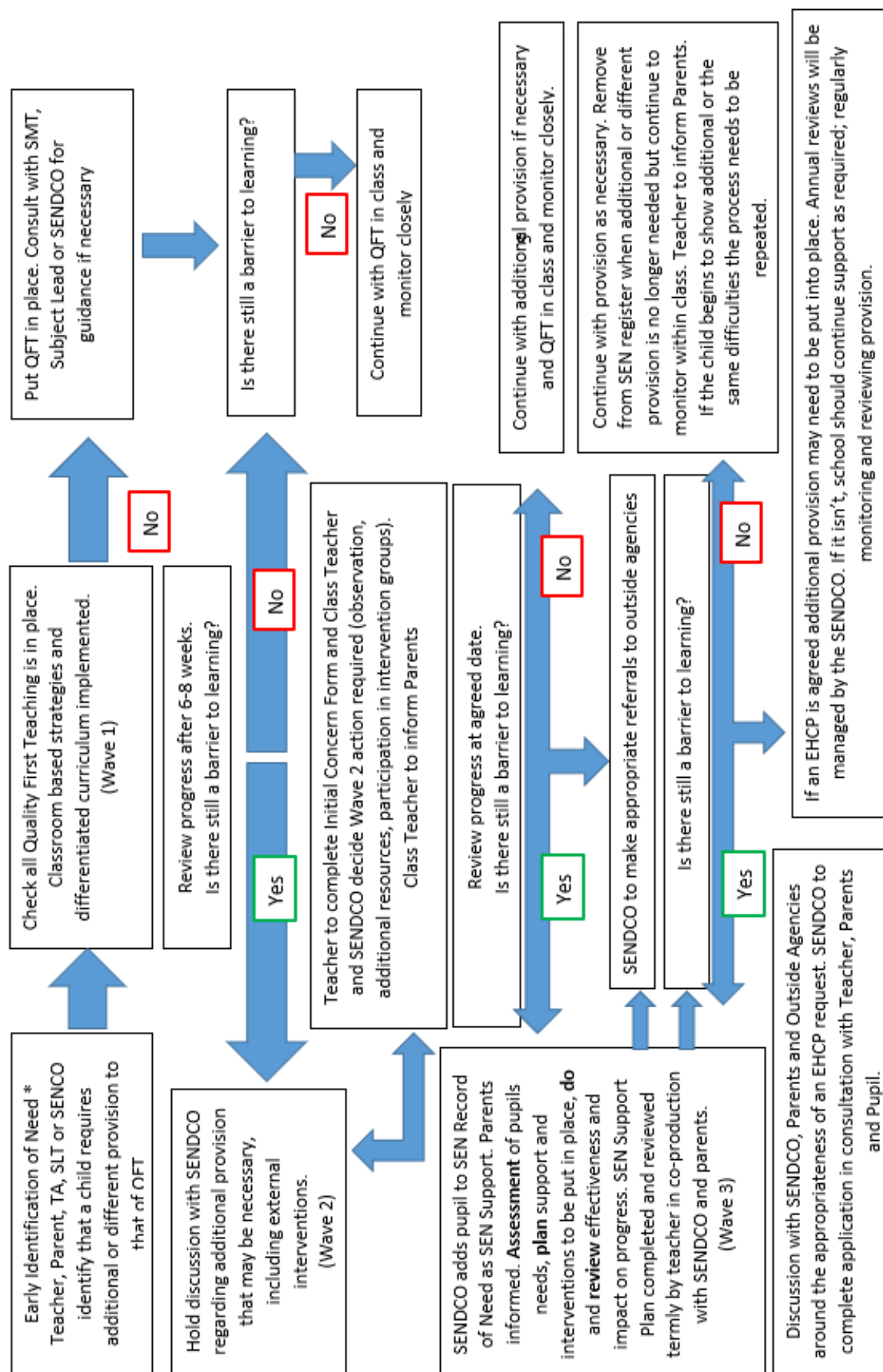
When a concern has been raised, the SENDCo may then advise, or observe in the class and then advise the teacher on strategies/interventions. The pupil will be closely monitored to see if advice followed has closed any gaps.

If progress is not made quickly enough, then the school will place the pupil on our SEND register and have a conversation with the parent/carer to inform them of this.

Every school must keep a register of pupils with SEND and it helps ensure provision is made well for those pupils. At Roche, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will work with them to try and rectify this situation; identifying and helping with the underlying cause where at all possible.

The flow chart below shows the process of SEND Support.

SEND Identification Flow chart



At Roche CP School, we ensure that the assessment of educational needs directly involves the learner, their parents/carer 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 specialist teams.

6. Monitoring pupil progress

Monitoring progress is an integral part of teaching and learning within the school.

There is regular assessment within lessons, and progress and attainment data is gathered half-termly. This is analysed by both classroom staff, Senior Management Team and SENDCo. The SENDCo also reviews the progress of all pupils with SEND to ensure they are making the expected or better progress. Where this is not the case, the SENDCo will liaise with the teacher, pupil and parents and discuss what the issues are and what action could be taken. The SENDCo is then involved in supporting teachers drawing up APDR plans for children.

The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area.

The SENDCo and the named LMC member with responsibility for special needs also hold termly meetings.

This support will follow the 'assess, plan, do, review' model and the impact of the intervention measured. This cycle is summarised below

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



Teachers and Parents work together to develop targets and strategies to help the child. Review meetings are at least termly.

If relevant, the teacher or SENDCo will consult with parents about seeking advice from internal (TPAT) and external support services.

This could be if a pupil:

- continues to make little or no progress in specific areas over a long period,
- continues working at National Curriculum levels substantially below that expected of children of a similar age,
- continues to have difficulty in developing literacy and mathematical skills,
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service,
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The graduated response using an Assess, Plan, Do, Review strategy employs a small-steps approach ensuring pupils have targets to meet their personal needs. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on an EHC plan or SEN record of need have an APDR plan.

Effective planning helps parents, children and young people with SEND express their needs, wishes and goals.

7. Working as a team

The staff at Roche school work closely with parents and pupils. They 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

The school works closely with parents and carers in the support of their children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Communication is central to this. Parents and carers have much to contribute to our support for children with special educational needs. As such we have, for example:

- home/school books
- Regular meetings and phone conversations

- APDR meetings termly where parents are asked for their input.
- Yearly Parent Voice survey
- Meet and greets daily with child and parent where needed.

The school website contains details of our policy and Information Report for special educational needs, and the arrangements made for these children in our school. A named Local Monitoring Committee member takes a particular interest in special needs and is always willing to talk to parents and carers.

At the regular termly meetings with parents, progress and targets of special needs children are shared and discussed with their parents or carers. We consult with the parents/carers regarding any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We hold regular meetings with Teachers, TAs, SENDCo, SEN LMC member and Headteacher to review and update the progress of pupils with SEND.

7.2 Partnership with pupils

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their APDRs and in the termly review meetings. These targets are shared and reviewed in the form of 'Catch Me cards' on which both adults and pupils can record and monitor their progress. Children are encouraged to make judgements about their own performance against these targets. We recognise success here as we do in any other aspect of school life

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Prepare a written statement, video or drawing, etc.

Discuss their views with a member of staff

Complete a survey.

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

If required, the school will ask for support from the inclusion team within the Trust and can also refer to external agencies such as:

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 & Care Plans

9.1 Assessment

Where a pupil's needs cannot be met through SEN Support school resources, the school will, in consultation with the pupil's parents, request an EHC needs assessment. If the decision is taken by the LA not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision. This process takes 20 weeks. More details can be seen here: [Request an Education, Health and Care Plan needs assessment - Cornwall Council](#)

9.2 Named school

If Roche Primary school is consulted by the authority regarding being a named school on an EHCP we will respond to the consultation. If Roche Primary School is named on a pupil's EHC plan we will admit the pupil and ensure that all those teaching or working with the pupil, are aware of their needs and that arrangements are in place in to meet them. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

9.3 Reviewing an EHC plan

Roche CP School will:

- Ensure annual reviews take place at least annually and sooner if required. This includes convening the meeting on behalf of the local authority if requested (interim APDR meetings will also take place between annual reviews).
- Ensure that appropriate arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.
- Targets from the EHCP will be used to inform the termly APDR (Assess, Plan, Do, Review) 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 Learning Plan it can be recorded immediately.

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

The support and provision Roche school makes for children with SEND can be found below.

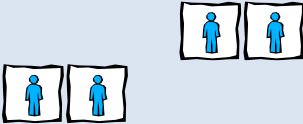
- 1 – This is support and provision that is available to the whole school.
- 2 – This is support to those who need some additional help. This may be targeted for a particular need and is often time limited.
- 3 – This is specialist or individual support for pupils with high or particular need.

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all pupils are valued and listened to throughout the school. • The views and opinions of all pupils are valued. (United Nations Convention on the Rights of the Child (UNCRC) Article 12). • Pupil Conferencing takes place throughout the year where pupil's views and opinions about their school experience is heard and acted upon. • PSHE Curriculum highly values children's views and feelings. • Children are encouraged to talk to any adult in the school about their ideas or concerns. • Whole School and class assemblies focus on the five ways to wellbeing	• Pupils with special educational needs and disabilities are included in pupil conferencing groups. • Additional provision is reviewed and developed in response to pupil progress and pupils' views. • Reflective and restorative conversations encourage pupils to reflect on their behaviours. • Alternative space offered at lunch time for children to eat lunch with other pupils.	• Individual support is responsive to the views and needs of pupils. • Pupils' views are an integral part of TAF (Team Around the Family) and SEND Review Meetings. • Pupils may complete a 'pupil's views' sheet for SEND Review Meetings. • Family Workers (FW), Social Workers and Therapists meet with pupils in school. • An Educational Psychologist delivers bespoke pieces of 1-1 work with pupils and their families.

2.Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Roche School seeks to work in partnership with all Parents and Carers. • Annual ‘meet and greet’ meeting with parents/ carers and SENDCo • ‘Open Door’ Policy in place throughout the school. • Headteacher present on the school gate at start of school day. • Class Teachers present at pick up times. • Weekly Newsletters ensure strong communication. • Termly class letters and Curriculum Overviews inform Parents & Carers of what their children are learning. • School website and Facebook are valuable sources of	• Parents & Carers know who the SENDCo (Claire Powell) and Designated Safeguarding Lead (Jeremy Walden) are should they need to discuss concerns. • Parents & Carers are kept informed by the SENCO if their child is on the record of need and having additional support or provision; this is discussed during parents/ carers evening and meeting as part of the APDR cycle. • If there are concerns that a child may have Special Educational Needs then this will be discussed with parents and the class teacher; the next steps will be planned in partnership with parents and will involve the SENDCO.	• Parents & Carers are actively encouraged to contribute to pupil’s school experience and contribute to targets/action points at termly SEND Review meetings as part of our Assess, Plan, Do and Review cycles. • Parents’ views are an integral part of TAF (Team Around the Family) and Multi Agency meetings. • Parents & Carers are supported when meeting with a range of partner agencies/professionals with their role being fundamental to ensure engagement with support. • Documentation is presented in a format that is accessible to individual Parents & Carers.

information related to school life. • Message Service is used to share information about events and reminders. • 2 x parent consultations with Class Teachers enable sharing of specific information about their children. • report to Parents & Carers to share pupils' attainment and attitudes towards learning.	• Parents and Carers are involved in decisions to place their child on the SEND Register. • Parents & Carers are invited to attend workshops/ access resources re: supporting their children at home, e.g. Family Worker Drop Ins, Parenting Workshops, and Parent Carers Cornwall Neurodiversity Hub. • Parents/Carers are encouraged to speak to the Class Teacher/SENDCO about any concerns they have regarding their child's additional needs or provision in addition to formal meetings.	
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3.The curriculum

Whole school approaches. The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision 
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• Our broad and balanced curriculum is designed to ensure full inclusion of all pupils. • The curriculum is adapted to cater for a wide range of needs and learning styles. • Skills are developed through a creative, cross-curricular approach which includes educational visits and residential. • Whole school use of Read, Write Inc. to ensure that all children receive high quality phonics teaching. • Sailing lessons, swimming and music opportunities offered to certain year groups. • Accelerated Reader is used from Yr1-6. • Regular assessment ensures all children receive the teaching they require whatever their ability. • Visual Timetables • Class Working Walls • Half termly Pupil Progress Meetings between Headteacher, SENDCo and Class Teachers to analyse pupil progress and attainment and ensure pupils' needs are met.	• Groups of children may be given extra group support by a Teaching Assistant or Teacher within class. • Intervention is bespoke and led by pupils' needs. • Small group interventions include: - Speech and Language Therapy - Pre-teaching of vocabulary - RWInc - Handwriting - Lego Therapy - We Thinkers - Nessy - Phonological awareness - Working memory groups - Sensory break groups - Writing, maths and reading conferencing • Dyslexia Screenings to identify specific learning needs.	• Personalised curriculum to meet pupils' learning styles and interests through individual support in class. • ASD Champion provides strategies and support. • Advice and support from partner agencies on how to adapt the curriculum to meet individual pupils' specific needs. • Targets for individuals are devised collaboratively by SENDCo, Class Teachers and relevant partner professionals e.g. E.P, SALT, School Nurse • Individual interventions include: - Speech and Language Therapy - Precision Teaching - One to One Phonics Tuition - Play Therapy - Occupational Therapy programmes - Physiotherapy programmes - Touch Typing • TAF (Team Around the Family) and Early Support meetings review areas of difficulty and support required.

Equipment accessible to all, e.g. writing slope, pencil grips, sensory tools, wobble cushion.		- Access Arrangements in place in line with DfE guidance - In exceptional circumstances pupils can be dis-applied from subjects and assessments
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4. Teaching and learning

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
- All children have access to Quality First Teaching from a qualified teacher. - A range of pedagogical approaches and resources are used to meet the needs of all learners. - Learning methods and relevant learning points are displayed on working walls. - Pupils work in ability groups, friendship groups, pairs and independently. - All children are given feedback on their learning, with guidance on how to move their learning forward through regular feedback. - Pupils are given opportunities for self-assessment.	- Staff (Teachers and Teaching Assistants) work closely together to ensure pupils with additional needs receive targeted support. - Half termly Data Meetings between Headteacher, Deputy Headteacher, SENDCo and Class Teachers ensure pupils' needs are met leading to the implementation of specific interventions. - Children requiring additional support are identified on Insight, showing what type of support is needed and the intended outcomes of this. - Adults work with small groups to	- Personalised and highly individualised learning tasks to meet individual needs. - Staff are provided with advice and support from partner agencies on how to adapt teaching to meet individual pupils' specific needs. - Specialist training is sought for staff support for pupils who require more bespoke support, e.g. those with complex needs, physical disabilities, sensory needs, hearing impairment.

• Whole School Behaviour Management Policy embedded consistently across the school. • Skills are developed through a creative, cross-curricular approach educational visits and residential. • Our involvement in the Advantage Project ensures that all KS2 children have access to iPads, promoting digital learning and improving access to educational resources. • The Trust's WalkThrus initiative supports consistent, research-informed teaching strategies across the school, enhancing classroom practice.	- pre-teach vocabulary - facilitate learning - ensure greater understanding - foster independence raise self-esteem and confidence • Alternative recording systems, e.g. laptops, iPads. • Access settings on I pads enabled and set up for each individual child. • Pencil grips, training scissors, writing slopes, wobble cushions, sensory baskets, fidget toys and chewellery are all available to use within classrooms.	• Individual interventions for pupils with specific needs e.g. hearing aids • Individual Safety Plans implemented. • Personal Learning Intention Maps (PLIM) for children with EHCps. • Special examination arrangements are implemented (in line with DfE Guidelines) in response to identification of individual needs, e.g. readers, scribes, rest breaks, additional time etc.
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Adults model learning tasks clearly so pupils can work independently. • Tasks are scaffolded so that pupils can complete them independently. • Each class room has current working walls • IT further supports independent learning. • Consistent routines and behaviour expectations. • Responding to feedback encourages pupils to independently address next steps in their learning. • PSHE curriculum covers aspects of self-help and independence. • Our Assemblies teach children how to keep themselves safe and about rights and responsibilities.	• When supporting in class, Teaching Assistants are committed to promoting independent learning. • Pupils with additional needs have access to individual resources to support them, e.g. visual timetables, fiddle toys, now and next boards, vocabulary banks • Group interventions promote independent learning by targeting pupils' specific needs. • Now and Next boards support clear communication and help students understand their daily tasks and routines, enhancing focus and independence.	• Communication aids, e.g. visual timetables. • Intimate Care Plans and Risk Assessments, following advice from partner professionals, aim to develop pupils' independence. • Individual behaviour targets promote self-help skills. • 'We Thinkers' Intervention.

• KS2 residential include an overnight stay, providing valuable opportunities for personal development, independence, and team-building experiences outside the classroom.		
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6.Social Interaction Opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Starting the school day at breakfast provides opportunities for peer interaction. • Talk partners/ perfect partners encourage positive interaction with peers. • School Council representatives play an active role in leading school development and ensure all pupils' views are heard.	• Small group interventions based on developing self-esteem, social skills, life skills and regulating emotions. • Social stories are used to develop understanding of social situations. • 'Lego Therapy' encourages positive social interactions and self-esteem.	• Social and Stories are used to support pupils who find appropriate social interaction challenging. • Vulnerable pupils encouraged and supported to attend extra-curricular clubs. • Reasonable adjustments are made to activities to ensure participation of all pupils.

• All pupils attend and take part in whole school events, e.g. Harvest, Sports Day, fund raising, etc. • A variety of extra-curricular clubs are available for all ages. • All pupils share enriching experiences of school trips and visitors. • KS2 pupils have the opportunity to attend residential experiences. • Pupils have the opportunity to take part in cluster/ trust competitive sports. • End of Year production and performances at the church/ at Christmas/ Easter encourage co-operation and collaboration for an end goal.	• Support Staff in the playground at break time and lunchtime encourage participation in different activities and social interaction.	• 1:1 Speech and Language Therapy sessions (plan and goals devised by NHS SALT develop social interaction skills. • Our Autism Champion ensures pupils with social communication difficulties have plenty of positive social interaction opportunities.
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7.The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
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• All areas of the school are accessible to all pupils, including those with physical disabilities. There are ramps in place where required. • Appropriately sized tables, chairs for all to access. • Portable devices (laptops, tablets, and iPads) ensure all pupils access learning and have alternative recording methods. • Pupils feel safe in an environment where bullying is almost non-existent and incidents are dealt with swiftly and thoroughly. • Whole School Behaviour Agreement is robust with clear rewards and consequences. • All areas of the school are safe and promote learning. • Classrooms are calm and organised. • Displays are clear with a suitable font and clutter free to promote independent learning and learning environment accessible to all. • Daily PE sessions	• Pupils are offered a quiet space at break and lunchtimes. • Quiet areas are available in or near all classrooms for pupils who may need to access them • Pencil grips, training scissors, writing slopes, wobble cushions, sensory blankets, fidget toys and chewellery are all available to use within classrooms. • Support Staff in the playground at break time and lunchtime encourage participation in activities.	• A range of specialist equipment is available for pupils with SEND to aid their fine motor skills (e.g. writing slope)and sensory needs (e.g. sensory room, sensory toys). • Specialist equipment for pupils with physical disabilities ensures their independence. • Disabled toilet is available. • A number of adults are 'PRICE' trained. • Designated teaching areas and individual work stations are used for pupils to learn with as few distractions as possible. • Reasonable adjustments are made to activities to ensure participation of all pupils.

8. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Reception pupils: - EYFS Teacher and SENDCO visits children at their pre-schools & nurseries - Pre-school children visit for story sharing, and stay and play sessions - EYFS Team offer introductory home phone calls - Parent Welcome Evening for parents/carers of new Reception children - Phonics workshops for EYFS parents/ carers • All pupils (including new Reception) spend time in their new classes in the Summer Term prior to their transition to the next year group. • Transition meetings between staff to share invaluable pastoral and attainment information about pupils. • English, Maths and wider curriculum books and assessment data passed on to new teachers.	• SENDCo shares information about pupils with SEND with teachers. • Transition meetings between support staff re: pupils' needs and effective strategies. • Additional visits for small groups of Year 6 pupils moving to secondary who are deemed to be more vulnerable to extend opportunities to familiarise themselves with the staff and environment. • Transition meetings with secondary school SENDCo and Designated Safeguarding Lead re: pupils' needs. • Transition meetings with pre-school SENDCo and Designated Safeguarding Lead. • Transition meetings between support	• Additional individual visits for pupils with complex needs accompanied by a Teaching Assistant. • Advice sought from partner agencies to support individual pupils with transition to secondary school. • SENDCo attends pre-school children's TAC/Early Support/SEND Review meetings. • Secondary school SENDCo invited to attend Year 6 pupils SEND review meetings. • Meetings with parent/carers to discuss pupils' individual needs. • Multi-agency transition meetings. • Signposting given to parents regarding secondary placements/choices.

• Strong links with local secondary school and thorough transition programme for year 6s: - Head of Year 7 and transition lead visit our pupils for Q&A - Pupils visit their new secondary school in Summer Term prior to their transition in September. • Cluster events at local secondary school for all KS2 pupils: competitive sports, discos etc.	staff re: pupils' needs and effective strategies.	
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9.The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
• SENDCo is presently carrying out the National Professional Qualification for SENCOs	Number of staff trained in: -PRICE -Paediatric first aid	Some staff are trained in: -Makaton - Meeting Hearing Needs in the Classroom

• The SENDCO attends Trust and Local Authority Training, including the Introduction for New SENDCOs local authority training. • Level 2 Understanding Autism Qualification and Level 2 Counselling qualification. •	-Read, Write, Inc -One To One Phonics Tutoring -Phonological Awareness -Precision Teaching A TA is trained in Lego Therapy A TA is trained as our Autism Champions. 2 Tas have attended SALT training this year. 3 Tas have attended diabetes training.	-AAC training
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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.youngepilepsy.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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