

Our academy is an inclusive learning environment where we welcome diversity and aim to make everyone feel valued.

We act proactively to eliminate discrimination, to promote equality and to remove barriers to participation and learning for all individuals and groups.

Special Educational Needs/Disabilities Coordinator: Mrs Sarah Brand

Contact details:

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email: hello@stuny.org.uk

The SEN information report and local offer links to our policies on:




- SEND Policy – <http://www.aspireacademytrust.org/senpolicy>
- Equality and Diversity Policy - <https://www.aspireacademytrust.org/equalityandobjectives>
- Accessibility Plan - https://st-uny-academy.eschools.co.uk/storage/secure_download/aUVwRnUzMUpkV3VYZUErOWIKVFJwZz09

The levels of support and provision offered by our school

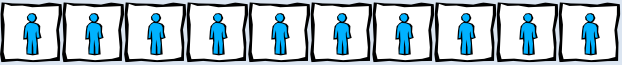


1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • We work closely with parents and carers to discuss any concerns that their child has at the earliest opportunity. • Each term there are opportunities for parents and their child/children to talk to their child's class teachers at parent's evenings. • Teaching staff consider the interests of pupils when planning. • EYFS staff plan 'in the moment' during self-initiated play by joining children and supporting them in their learning and development. • Other systems we use to enable us to listen to and respond to children: <ul style="list-style-type: none"> ➤ school council ➤ head/deputy boys/girls 	<ul style="list-style-type: none"> • Pupil conferencing is used to gather information from groups of children. 	<ul style="list-style-type: none"> • Targets are agreed termly to support and challenge pupils with special educational needs and/or disabilities. • Pupils play a key role in setting their learning targets through individual discussions with their class teacher. • This information is recorded on their Individual Learning plan (ILP) in a child-friendly format. • Pupils are also involved in reviewing their progress towards these targets. • Children with special education needs and/ or disabilities create One Page Profiles to convey their views about themselves to others. • We encourage pupils to attend meetings where their needs are discussed, including SEN review meetings, Education Health Care Plan review meetings, Personal Education Plan meetings and Team Around the Child meetings.




2. Partnership with parents and carers

<p style="text-align: center;">Whole school approaches The universal offer to all children</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Our academy works in partnership with all parents and carers. • We work closely with parents and carers to discuss any concerns that they have about their child at the earliest opportunity. • We encourage parents to make an appointment to meet up with the class teacher in the first instance if they have any information they would like to discuss about their child. • We encourage parents and carers to contact school about concerns by telephone, letter, home/school book or email. • Termly information about class topics is shared through medium term planning grids on the school website. • Parents and carers are encouraged to attend termly parent's evenings. • A parent's questionnaire is sent home annually to all parents so they can comment on aspects of their child's education. • Our academy arranges a range of transition events for parents of children starting school in YR. 	<ul style="list-style-type: none"> • Families are invited via letters, newsletters and group texts to attend information sessions and learning workshops run by school staff or other services and organisations. • We signpost learning opportunities for adults and families. • Questionnaires are sent to groups of parents for feedback on a specific area. 	<ul style="list-style-type: none"> • We invite parents and carers of pupils with SEND to termly review meetings to discuss their child's learning and development needs. • Parent's views are recorded on their child's ILP. • We arrange meetings between parents and professionals that are working with their child including Educational Psychologists, Autism Spectrum Team Advisors, Speech and Language Therapists. • We encourage parents and carers to be actively involved in their child's annual EHCP review meeting. • With parental consent, staff make referrals to the Early Help Hub to provide support for children and their families.




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"> • Our academy offers pupils a broad and balanced curriculum which provides exciting learning experiences. • All pupils have full access to the curriculum and to educational visits that enrich their learning. • We liaise with secondary schools to provide opportunities in focused curriculum areas for example: dance, French, PE, science, food technology and DT. 	<ul style="list-style-type: none"> • When we identify a child or group of children with additional needs in an area of learning we provide additional support or challenge. • Extra support or challenge may be delivered within a small group teacher-led or teaching assistant-led intervention. 	<ul style="list-style-type: none"> • We respond to the individual learning needs and physical needs of pupils to ensure everyone can access all areas of the curriculum. • For some children, this may involve some one-to-one support.




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"> • All our pupils benefit from high quality teaching throughout the school. • High quality training is a high priority at school for all our staff. • Learning experiences are differentiated to meet pupils learning needs. • Progress of pupils is monitored and recorded using: <ul style="list-style-type: none"> ➤ Arbor ➤ class observations and records ➤ book scrutiny ➤ reviewing the impact of interventions ➤ analysis of assessment data ➤ feedback from parents and pupils. 	<ul style="list-style-type: none"> • Staff attend training to improve our subject knowledge and expertise to help us to support pupils effectively. 	<ul style="list-style-type: none"> • Our teachers and teaching assistants access training and support to help them work effectively to support and challenge pupils. • We use a multi-sensory approach where possible which particularly benefits children who are dyslexic or show dyslexic characteristics. • Pupils with additional needs have regular sensory/brain breaks to participate in heavy muscle work.

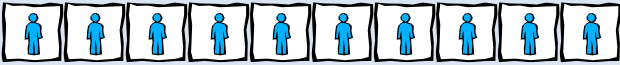


5. Self-help skills and independence

<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"> • All children are encouraged to become independent and resourceful learners. • All pupils have access to a range of educational and residential trips. • We offer a wide range of after school clubs for different ages and interests including football, art, rounders, gardening, film, forest school, mindfulness, board games. • Collaborative learning for example when our Y6 and YR pupils work together. 	<ul style="list-style-type: none"> • Teachers plan differentiated tasks that pupils can access independently based on their knowledge of the children and their needs. 	<ul style="list-style-type: none"> • Some individual support using a variety of strategies and resources is used to help individual pupils develop learning independence.

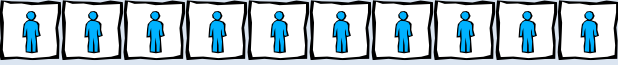


6. Health, well-being and emotional support

<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"> • Whole school TIS training informs our approach to supporting all children's social and emotional needs at school. • Any child can talk to any member of staff about any worries that they have. • 'I wish my teacher knew...' slips in every classroom. • Risk assessments and safety plans in place and are regularly updated to ensure all children are safe in the school and on visits. • Clubs for children offered, some by volunteers or other organisations. The specific clubs change termly. • Pupils have access to a school nurse on a referral basis. • School Council • The social moral spiritual cultural (SMSC) aspects of learning are an integral part of our school life and a focus for our class assemblies. • Whole class Motional screenings • Forest school (4 week blocks) 	<ul style="list-style-type: none"> • Our outdoor area provides an environment for relieving stress and gives children the opportunity of learning in a different environment. • Pupils can access to a nurture art club to support their social, emotional and mental health needs at lunchtimes. • Nurture art led by art teacher • Forest School led by qualified Forest School Leaders. 	<ul style="list-style-type: none"> • Pupils social, emotional and mental health needs are assessed using the Boxall Profile or Motional. • Pupils receive specialist, individualised support from Emotional First Aid/ Trauma Informed School trained practitioners based on the results of Motional / Boxall Profile Assessments. • Opportunities through school or family referrals to outside agencies to support individual pupils and their families including: <ul style="list-style-type: none"> ➤ Child and Adolescent Mental Health Service (CAMHS) ➤ Educational Psychology Service ➤ Penhaligon's Friends ➤ School Nursing team ➤ For more information and contact details for these agencies, please see 11. below • Pupils with specific medical conditions have an individual Healthcare Plan. • One Page Profiles for pupils with SEMH needs • Designated TIS room for use during TIS session

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"> • Key Stage/Whole school events involving children and their families include: Sports Day, Christmas services, plays, harvest, Easter, Christmas fair and summer fair. • Educational trips • Residential trips • Liaison activities offered by local secondary schools • After-school clubs • Drama, including educational visits to the Hall for Cornwall and the Minack Theatre 	<ul style="list-style-type: none"> • Some pupils with social and emotional needs, and/or communication and interaction needs participate in social skills groups to develop their social interaction skills. • End of year celebration event for year 6 pupils including a leavers' assembly, a meal and disco. • BBQ on the beach for year 6 leavers on the last day of term – organised by parents of Y6 pupils. 	<ul style="list-style-type: none"> • We Thinks is used to develop individual pupil's social communication and social understanding. • Social Stories are used to develop individual pupil's knowledge and understanding of social interactions. • Individual support at playtimes and lunchtimes and self-initiated playtimes to support pupils with social communication needs and/or social, emotional and mental health needs.

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

<p style="text-align: center;">Whole school approaches The universal offer to all children</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school including our outside area are accessible to all. • Wheelchair access is available to all classes. • Pupils know what to do if they feel they are being bullied. • There is a 'Designated Safeguarding Officer': Mr Richard Hoskins (Head of School) and three deputies: Mrs Jo Hill (Assistant Head of School), Miss Rhiannon Griffiths (Lead Teacher) and Mrs Sarah Brand (SENDCo). • There is a Designated Teacher for Child in Care and Previously Looked After Children: Mrs Sarah Brand. • Children who have been shining example of one our Christian Values- respect, forgiveness and friendship that week are nominated to receive an award in Friday's Collective Worship. • An Early Years outdoor area which includes sand and water areas and a mud kitchen. • There is an outdoor learning classroom situated on the school field. • There is a Forest School located at the bottom of the school field. 	<ul style="list-style-type: none"> • Quiet areas are available both inside and outside the school building. 	<ul style="list-style-type: none"> • Dedicated resources matched to pupils' needs are available to all staff. Where appropriate, training in their use is provided by the SENDCo at staff meetings for teachers and teaching assistants or for individual staff. • Pupils have access to a sensory room to meet individual pupil's sensory resources.




- Designated Art studio inside the school building.

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"> • We liaise with Early Years childcare providers to identify children with additional needs who will be joining our school in YR <p>For children before starting school in YR:</p> <ul style="list-style-type: none"> • Transition sessions for parents and children starting school in September. <p>For all pupils before they move up to a new year group:</p> <ul style="list-style-type: none"> • Teachers from previous class and new class meet to share information about all pupils. • Transition sessions for children to meet the teachers and teaching assistants who will be working with them the next academic year. <p>For pupils moving to a different school before the end of Y6:</p> <ul style="list-style-type: none"> • School staff share information about pupils with key members of school staff. <p>For pupils due to start secondary school:</p> <ul style="list-style-type: none"> • Y6 teacher and SENDCo discuss all children who will be transferring from our school at the end of Y6 with key members of secondary staff. 	<p>For some pupils before they move up to a new year group:</p> <ul style="list-style-type: none"> • Enhanced transition involving additional time in new class getting to know the teacher and teaching assistants for any children who would benefit from this. <p>For some pupils due to start secondary school:</p> <ul style="list-style-type: none"> • Enhanced transition for invited pupils including those with additional needs and those who may feel anxious about the transition to a local secondary school through additional visits accompanied by a member of staff from their primary school to meet key secondary school staff and have a school tour. 	<p>For pupils before starting school in YR:</p> <ul style="list-style-type: none"> • The class teacher (and SENDCo where appropriate) visit local Early Years childcare providers to talk to staff and meet the children with additional needs joining our school in YR. • YR teacher and other relevant staff attend EYFS Transition training offered by the Early Years Inclusion Service to support individual pupils. <p>For some pupils before they move up to a new year group:</p> <ul style="list-style-type: none"> • Teachers write and/or update One Page Profiles and transition books to support pupils during the summer term and for their parents to use with their children in the holidays to support a smooth transition. <p>For pupils moving to a different school before the end of Y6:</p> <ul style="list-style-type: none"> • Discussion with staff at new school to discuss individual needs and pass on resources for the pupil to use at their new school. <p>For some pupils due to start secondary school:</p> <ul style="list-style-type: none"> • Some individual pupils may need a more structured and supported transition between primary and secondary school.

<ul style="list-style-type: none"> • Visits from secondary school staff and previous pupils to meet Y5 and Y6 children. • Activities for Y5 and Y6 children led by local secondary schools. • Transition sessions/ days to secondary schools. 		<ul style="list-style-type: none"> • For these pupils, discussions involving the child, their parents and the primary and secondary school will help us know how to best support this transition. • Parents may want to visit secondary schools that they feel may suit their child. The SENDCo is happy where possible to accompany parents on visits to secondary schools if parents would like this.
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10. The SEND qualifications of, and SEND training attended by our staff during the last three years

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>SENDCo training:</p> <ul style="list-style-type: none"> • Tier 3 Safeguarding • Supporting Mental Health and Wellbeing in Schools <p>Teachers and teaching assistant training:</p> <ul style="list-style-type: none"> • Safeguarding (for all staff) • Read Write Inc • The Write Stuff • Maths mastery • Trauma Informed Schools (TIS) whole school 	<p>Teachers and teaching assistants training:</p> <ul style="list-style-type: none"> • Dyslexia Friendly School • Fun Fit • ASD and Inclusion • Strategies to support pupils with SEND recommended by the EEF • Supporting DCD in the classroom • Work, Rest and Play the Sensory Way 	<p>SENDCo training:</p> <ul style="list-style-type: none"> • Designated Teacher for Children in Care • Aspire Inclusion SENDCo Network termly meetings • Local Authority SENDCo Network meetings • Emotionally Based School Avoidance <p>Teachers and teaching assistants:</p> <ul style="list-style-type: none"> • Team Teach • Trauma Informed Schools 10 day • Diabetes Care

		<ul style="list-style-type: none"> • Supporting Communication for Children with Complex Needs • EYFS Transition
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11.Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Multi Agency Referral Unit (MARU)	<ul style="list-style-type: none"> • The MARU provides a multi-disciplinary response to concerns about the welfare or safety of a child. • The Multi Agency Advice Team (MAAT) is a multidisciplinary team within the MARU. The MAAT advises on how best to meet the needs of children and families. 	Telephone: 0300 123 1116 Email: multiagencyreferralunit@cornwall.gov.uk
Early Help Hub	<ul style="list-style-type: none"> • The Early Help Hub is the single point of access for Council and Cornwall Foundation Trust Early Help services for children and families. • The Early Help Hub consists of a team of professionals who will ensure the referral is directed or signposted to an appropriate service. 	Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
Statutory Special Education Needs (SEN) Service	The Statutory SEN Service is responsible for: <ul style="list-style-type: none"> • The Education, Health and Care (EHC) needs assessment processes • The maintenance and review of existing EHC plans • The team works with educational settings, families, a range of services and other local authorities to ensure the effective working of the statutory arrangements for children and young people with the most complex SEN. • School admissions for children with an Education, Health and Care (EHC) Plan are handled by the Statutory SEN Service. 	Telephone: 01872 324242 Email: statutorysen@cornwall.gov.uk
Cornwall Virtual School for Children in Care and Previously Looked After Children	<ul style="list-style-type: none"> • The Virtual School works closely with the Designated Teacher for Children in Care and Previously Looked After Children to promote the education and achievement of all Children in Care. 	Telephone: 01872 323565 Email: virtualschool@cornwall.gov.uk

	<ul style="list-style-type: none"> • Education Advisors from the Virtual School provide direct support to the most vulnerable children. • The Virtual School provides training to the Designated Teacher. 	
Early Years Inclusion Service (EYIS)	<ul style="list-style-type: none"> • If pre-school children have significant learning, physical, emotional or social needs they may be supported by the Early Years Inclusion Service (EYIS). • The Early Years Inclusion Service becomes involved following a request from a paediatrician, health visitor, speech and language therapist, parent, child minder or early years setting. • If the child meets the criteria for support the following people may work with them: <ul style="list-style-type: none"> ➤ Senior Locality Special Educational Needs Coordinators ➤ Early Years Inclusion Workers ➤ Early Years Autism Spectrum Disorder/ Social Communication Workers ➤ Early Years Educational Psychologists 	<p>Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>
Early Support	<ul style="list-style-type: none"> • Early Support is a specialist, multi-disciplinary service which supports disabled children, young people and their families whose main need for services arises from their disability or their intrinsic condition, where these conditions have a substantial or critical impact on the quality of the child's/young person's life or/and the lives of their families. 	<p>Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>
Supporting Change in Partnership (SCIP)	<ul style="list-style-type: none"> • SCIP works with disabled children and young people between the ages of 0-18 years and their families. • SCIP is solution focused, fosters new skills in families and celebrates success. • SCIP is a practical way of working in partnership with families towards their goals. • SCIP is a preventative, time limited approach that sets out to improve outcomes for children and their families. • SCIP aims to respond quickly to children, young people and their family's needs. 	<p>Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>

<p>Speech and Language Therapy Service</p>	<ul style="list-style-type: none"> • The Speech and Language Therapy Service supports children and young people in Cornwall aged 0-19 years who have difficulty with: <ul style="list-style-type: none"> • understanding what is said to them • expressing themselves • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking). 	<p>Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>
<p>Family Support</p>	<ul style="list-style-type: none"> • Early Help Family Workers provide support for families with children aged 9 months - 12 years. • Family workers can help parents to understand their child's behaviour when it is having a significant impact on the family. • Family Workers can support children with low level anxiety, increasing emotional resilience, recognising and managing their emotions, bereavement and family breakdown 	<p>Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>
<p>Autism Spectrum Team (AST)</p>	<ul style="list-style-type: none"> • The AST work with children and young people with a diagnosis of Autistic Spectrum Condition. • The AST promote the inclusion of young people with Autism in an educational setting though work set in both the home and at school. • Professionals within the AST will support multi agency working, promote a joint problem solving approach and promote interventions that are evidence based. 	<p>Telephone: 01872 323210 Email: admin.staustell3@cornwall.gov.uk</p>
<p>Child and Adolescent Mental Health Service (CAMHS)</p>	<ul style="list-style-type: none"> • CAMHS provide specialist assessment, advice and treatment for children and young people with severe and complex mental health problems. • CAMHS also provide support and advice to families or carers. 	<p>Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>
<p>Educational Psychology Team</p>	<ul style="list-style-type: none"> • Educational Psychologists are specialists in learning, emotional well-being and child development. They work directly or indirectly with children and young people. They also provide advice to their parents and other adults who teach and support them. 	<p>Telephone: 01579 341132 Email: tradedepservices@cornwall.gov.uk</p>

<p>School Nursing</p>	<ul style="list-style-type: none"> • School nurses provide confidential advice and health information. • This advice is available to young people, their parents, carers and teachers. • School nurses help ensure children and young people stay fit and healthy. 	<p>Telephone: 01872 322779 Email: cpn-tr.childremscmc@nhs.net</p>
<p>The Physical and Medical Needs Advisory Service</p>	<ul style="list-style-type: none"> • The Physical and Medical Needs Advisory Service provide support to both children with a physical disability or medical needs and the school that they attend. • Through close liaison within the Council's Special Educational Needs (SEN) support teams and key NHS therapy teams, the Physical and Medical Needs Advisory Service work to ensure all students with physical disabilities and medical needs have maximum access to the school curriculum. 	<p>Telephone: 01872 323400 Email: physicalandmedicalneeds@cornwall.gov.uk</p>
<p>Penhaligon's Friends</p>	<ul style="list-style-type: none"> • A charity that supports bereaved children, young people, parents and carers. 	<p>Telephone: 01209 210624/215889 Email: enquiries@penhaligonsfriends.org.uk</p>
<p>Dreadnought</p>	<ul style="list-style-type: none"> • A charity that provides support for children and young people who are experiencing emotional and behavioural difficulties in their lives. 	<p>Tel: 01209 218764 Email: team@thedreadnought.co.uk</p>
<p>Jigsaw</p>	<ul style="list-style-type: none"> • A programme that aims to help children, young people, parents and carers who have alleged sexual abuse. 	<p>Telephone: 01872 323218/324547/323876 Email: jigsaw@cornwall.gov.uk</p>

CLEAR	<ul style="list-style-type: none"> • A charity dedicated to the highest levels of care and support for people of all ages impacted by abuse and trauma. • CLEAR's mission is to prevent, reduce and help children, young people and adults to heal from emotional trauma, in particular trauma that is linked to domestic abuse and sexual violence. 	Telephone: 01872 261147 Email: info@clearsupport.net
First Light	<ul style="list-style-type: none"> • A charity that provides support for people affected by domestic abuse and sexual violence. 	Telephone: 03458 121212

12. Pupil progress

We follow the graduated approach and the four part cycle of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

13. How we know how good our SEN provision is

We evaluate the effectiveness of provision for pupils with SEN by:

- Conducting learning walks
- Scrutinising teachers planning and children's books
- Analysing assessment data
- Reviewing pupils individual progress towards their targets each term
- Reviewing the impact of interventions
- Analysing feedback from pupil conferencing

14. If you wish to complain

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0>

Answers to frequently asked questions

1. How do people in school know if a pupil needs extra help?

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment e.g. social and emotional needs

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional or different is needed.

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

In the first instance, contact your child's class teacher. Class teachers will then liaise with the SENDCo and, if appropriate, arrange a meeting with the class teacher, SENDCo, parents and child to discuss the next steps to be taken.

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

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils with SEN. This will be differentiated for individual pupils.

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

We make the following adaptations to ensure all pupils needs are met.

- Differentiating the curriculum to ensure all pupils can access it e.g. planning lessons based on knowledge and understanding of pupil's needs, grouping pupils, one to one support, teaching style etc.
- Adapting resources and staffing
- Using recommended resources such as laptops, coloured overlays, visual timetables etc.
- Differentiating teaching e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

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

Teachers and teaching assistants support some pupils on a one to one basis.
Teachers and teaching assistants support some pupils in small groups.
We work with a number of agencies to provide support pupils.

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

Teachers, parents and children review individual progress towards their targets each term. Parents of pupils with Education Health Care Plans review their child's progress towards the objectives in their EHCP annually.

Class teachers give verbal and written feedback to pupils. Parents are given an annual written report describing their child's progress and attainment over the year.

7. How can you help me to support my child's learning?

School staff work closely with parents to explain how they can support their child's learning at home.

8. What support is there for my child's overall wellbeing?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupil's social, emotional and mental health needs are assessed using the Boxall Profile or Motional. Pupils ILP targets are based on the results of these assessments.
- Pupils with social, emotional and mental health needs receive additional support from Emotional First Aid/ Trauma Informed School trained practitioners.
- Pupils with SEN are encouraged to be part of the school council.
- Some pupils with social and emotional needs, and/or communication and interaction needs participate in social skills groups to develop their social interaction skills.

We have a zero tolerance approach to bullying.

9. How do I know that my child is safe in school?

A range of procedures, policies and risk assessments are in place to ensure that all children are safe at school. The school premises are secure.

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

School visits, before and after school clubs are most extra-curricular activities are available to all pupils.

All KS2 pupils are encouraged to go on residential trips.

All pupils are encouraged to take part in sports day, school plays, special workshops etc.

11. How accessible is the school environment?

The school environment is accessible to all pupils.

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

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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

The Head of School and SENDCo allocate and match resources to pupils according to their special education needs. Each class is supported by at least one teaching assistant. Small group and 1:1 interventions are planned by the class teacher and delivered by the teacher or teaching assistant.

14. How is the decision made about what type and how much support each pupil receives?

The decision about the additional and different support each pupil receives is based on the school's knowledge of the needs of individual pupils. This support is monitored by relevant staff and evolves if the needs of pupil's change.

15. Who can I contact for further information?

