



St Day and Carharrack Community Primary School

Special Educational Needs and Disabilities (SEND) INFORMATION REPORT – please note, this can also be known as the school's SEND Policy document.

Reviewed: January 2024

Next Review: January 2025

St Day and Carharrack Community Primary School celebrates the diversity and individuality of all its children and prides itself on providing a fully inclusive environment and curriculum for all pupils, including those with **S**pecial **E**ducational **N**eeds and **D**isabilities (SEND).

A carefully constructed progressive and sequential curriculum delivered by a team of highly skilled adults who keep themselves informed and updated with the latest research and evidence, enable all children to access learning appropriate for them. Sometimes, there are circumstances when children may need additional, more targeted and/or specialist support to overcome barriers to learning. These barriers may be around one or more broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

Here at St Day and Carharrack Community School we aim:

- To identify any learning needs early and, by working in partnership with you and your child, make effective provision to improve the long term outcomes for your child.
- For all children to be able to access and enjoy a creative and engaging curriculum offer alongside wider exciting learning opportunities.
- For all children to develop their personal, emotional, physical, social and academic skills at a level appropriate to them to prepare them for the next step in life's journey.

Parental Involvement

All parents and carers are encouraged to work in partnership with the school. We recognise that families are the experts of their children and their involvement in school life is invaluable. Parents or carers of a child with SEND will have the opportunity to work closely with key members of school staff, including the SENCO, and where necessary outside agencies to ensure provision is appropriately planned, implemented and monitored to ensure progress is continually made.

Laura Vallance is the school SENCO and has overall responsibility for coordinating the school's Special Educational Needs provision.

We would always encourage parents to speak to their child's class teacher about any concerns they have with their child's learning, or other aspects of their behaviour or development. Other people to talk to are:

Susannah Storey (Headteacher) head@st-day.cornwall.sch.uk

Laura Vallance (Deputy Headteacher and SENCO) lvallance@st-day.cornwall.sch.uk

Ann Butcher (SEN Governor) abutcher@st-day.cornwall.sch.uk

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

<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"> • The views, opinions and experiences of all children are listened to and valued. • Each week a virtue is chosen and practised throughout the school in response to our children’s needs. Classroom discussion around virtues is facilitated. • Children’s opinions are voiced and responded to in school through: <ul style="list-style-type: none"> ○ Pupil Voice Monitoring of curriculum, behaviour, safety and well-being ○ Rights Respecting Schools ○ Questionnaires and surveys ○ At least weekly Circle Time ○ PSHE and RSE learning ○ Assemblies ○ General class discussion ○ Implementation of progressive oracy framework with sentence stems available to aid children with structuring their talk ○ Restorative Justice practices and processes 	<ul style="list-style-type: none"> • Pupils with SEND are included in all consultation and pupil voice groups. • Additional provision is developed in light of pupil voice • Small group consultation opportunities are given to encourage all to contribute • Additional provision is developed in light of pupil need e.g. 1:1 self-assessments • Adaptations to processes such as Restorative Justice are made to facilitate. This might include the use of visual aids such as drawings, signs and symbols. • Small group work intervention enables adults to model and rehearse social situations where children find working in a group more challenging. • Use of Zones of Regulation check-ins. Children can use the zones system to communicate their thoughts, worries and concerns to a trusted adult. 	<ul style="list-style-type: none"> • Individual support is responsive to the needs and views of the pupil, they play a central part in reviewing Individual Provision Maps and setting new targets. • TAC meetings, EHCP reviews and the development of EHC Plans are all centred on the needs of the pupil involving them in the target setting and outcomes. EHCP Reviews will see the children complete an ‘All About Me’ profile document. • Individual Provision Maps and other documentation is presented in a format that is accessible to the pupil – children own their targets. Children will share their own views of their likes, dislikes and strengths to formulate these. • The children have opportunities to meet and talk with the SENCO • Where needed a child will have access to a supportive, emotionally available adults through our Trauma Informed Schools approach. This adult is nominated by the child as someone they feel they can talk to.

<ul style="list-style-type: none"> ○ The use of worry monsters and 'I wish my teacher knew' boxes found in every classroom where children prefer to share their thoughts, questions and concerns via writing instead. • The school's 'School Improvement Monitoring' ensures a cross section of the school's profile are included in all opportunities to speak and be heard 		<ul style="list-style-type: none"> • Where needed, children will work alongside external professionals who will take their voice into consideration.
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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 
<ul style="list-style-type: none"> • We work in partnership with all parents and carers to achieve the best outcomes for all children. • Parents are kept informed of events and learning undertaken via the school newsletter, weekly emails from school staff, letters from school staff and the school website. • Weekly emails from class teachers to families informs them of the learning for the week ahead • The parents/carers of all pupils are invited to attend parent/carer consultations termly and Meet the Teacher sessions at the beginning of each new school year. EYFS new parents meetings happen before the children join in 	<ul style="list-style-type: none"> • Parents are informed if their child is placed on the Record of Need (RON) and as a result is receiving additional or different support. The SENCO will invite families to have a conversation about this at the appropriate time. • Parents are able to contact the school regarding any celebrations or concerns at any time. • At least termly structured conversations around provision maps (IEPs) to listen to the parents and support specific targets. • Appointments/enquiries can be made through the school office to access specific 	<ul style="list-style-type: none"> • 1:1 Support from the SENCO is available to discuss, explain and complete paperwork in relation to SEND • Parents and carers are supported in attending, and are actively involved in all TAC meetings and Provision Map and EHCP reviews. • Parents' and carers' views are an integral part of TAC and Provision Map and EHCP review meetings. • All documentation is presented in a format and language that is accessible to individual parents. • Options are signposted and parents supported to access additional support, if

<p>September so we are off to a flying start when they arrive. Termly open afternoons across the school mean children are encouraged to share their learning outcomes and achievements with families in an engaging and purposeful way.</p> <ul style="list-style-type: none"> • Our school encourages open dialogue with families, teachers are available at the start and end of the school day. They are available via the phone and via email • Parents/carers are reminded to and encouraged to contact class teachers initially with any concerns. • Parents are able to contact school with concerns at any time. • School will contact parents with any celebrations and concerns where necessary • The website enables parents/carers to understand more about what their young person is learning. • Parents are encouraged to engage in one- to-one reading and comprehension skills at home with their child. • Written reports are sent home once a year in the summer term. • The SENCO, Laura Vallance, is available to meet with parents. • Class teachers disseminate termly curriculum leaflets about learning for the term ahead • The school encourages dialogue between families/parents and school through: <ul style="list-style-type: none"> ○ Reading records ○ Individual home/school books (where appropriate) 	<p>members of staff in relation to a specific concern e.g. the ASD champion</p> <ul style="list-style-type: none"> • Letters are sent to parents regarding any 1:1 or group interventions there child might be accessing within a half term • Families are invited to attend information sessions relevant to supporting their children at home e.g. Family Learning group, literacy and numeracy skills, parents group for pupils with SEND. • The school has an allocated parenting worker; through this service parents can access support groups or training courses specific to parenting and parenting children who have additional needs • Termly 'Tea and Talk' sessions offered to families of those who have children with SEN – these are structured by the SENCO and informed by the families • The Education Mental Health Practitioner will engage with families to offer additional support • 'Supporting Parents and Children Emotionally' (SPACE) training for families is delivered by school trained staff • School work in partnership with the Local Offer's Parenting Programmes and will signpost families to these 	<p>specialist advice and support is needed, either at home or at school.</p> <ul style="list-style-type: none"> • Home school communication books are provided for children when this is helpful. • Parents can be signposted to Professional Advocacy for Parents if required through the parents for SENDIASS service. (see contact details below) • School will support families in completing referral documentation to external services for specialist support and/or assessments e.g. The complex Neurodevelopmental Assessment Team • The school's Education Mental and Health Practitioner (EMHP) will liaise directly with families. • External agencies will liaise with families having already worked with school to agree a plan and outcomes, for example, the Speech and Language Therapist or Educational Psychologist • Where school and home are experiencing similar concerns, a SCIP or Family Support worker can be requested
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<ul style="list-style-type: none"> ○ Weekly newsletter ○ Termly curriculum information letters ○ Parents' Evenings ○ End of year written reports ○ Structured conversations – either initiated through parents or school staff 		
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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 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students; sequential building of knowledge, understanding and skills supports children to make progress by knowing, remembering and being able to do more • The curriculum has been designed to enable pupils to consider local, national and international issues and events of significance inclusive of all groups of people • The PSHE and RSE curriculum enables dedicated focused time to explore identity and diversity 	<ul style="list-style-type: none"> • SEND specific assessments are used to identify pupils who need specific interventions to support with better access to the curriculum • Interventions are specifically targeted to meet individual needs and to enable children to fulfil their potential. • The progress of students taking part in intervention groups is measured on a regular basis through timely assessments. • The intervention packages are adapted in light of pupil progress. 	<ul style="list-style-type: none"> • Pupils are supported in following their interests regardless of their SEN and/or disabilities. For example, a pupil with a physical impairment is given the support they need to access sports clubs. • Pupils with special needs and/or disabilities can access the curriculum with adjustments, adaptations or adult support as appropriate. • An individualised curriculum is planned for some pupils in some areas of the curriculum based on their specific needs.

<ul style="list-style-type: none"> • All students, regardless of their ability, have full access to the curriculum. Class teachers make adaptations to the learning to ensure this is possible • Our curriculum caters for all learning styles and we include meaningful outdoor learning to engage the children and enrich the curriculum. • Extra-curricular activities are actively encouraged and reasonable adjustments made to allow children to attend and participate in any out of school activities • Teachers and support staff work with all groups of children to ensure learning is appropriately supported, consolidated and deepened. • Teachers plans for and provide opportunities through the use of Learning Support Assistants for the pre-teaching of new knowledge. • Teachers plan to regularly revisit and retrieve new learning in order that it becomes embedded. 	<ul style="list-style-type: none"> • To support reducing barriers to the curriculum, 1:1 and small group interventions can include: <ul style="list-style-type: none"> ○ Phonics - RWInc ○ Reading ○ Writing ○ Handwriting (Speed Up!) ○ Maths (Number Sense) ○ Speech and Language ○ Social communication (ASD champion) ○ Trauma Informed Schools ○ Fine and Gross motor skills – Funfit ○ Precision Teach ○ Zones of Regulation ○ Sensory circuits ○ Music Therapy ○ Use of the school’s Education Mental Health Practitioner (EMHP) 	<ul style="list-style-type: none"> • A personalised timetable may be introduced for children who need to access learning at different times to their peers • A few children with multiple and complex needs may access 1:1 support with a team of teachers and Learning Assistants • If additional advice and strategies are needed to support a pupil the SENCO in agreement with parents/carers will work with outside agencies and teachers to ensure pupils’ have every opportunity to fulfil their potential to achieve and be happy at school. • Adjustments are made in order to enable children to access assessment arrangements such as SATS these may include coloured backgrounds on paper, increased font sizes, movement breaks, access to a key board or scribe, access to a reader or additional time. • Children may access their age-related curriculum within the school’s nurture provision if this is identified as being an appropriate strategy to support with learning.
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> • Lessons are carefully planned to cater for different learning styles. • Depending on the activity, pupils may work independently, in ability groups or in mixed ability groups. Children may have 1:1 or small group support at times. • Learning intentions are shared, displayed and discussed at the start of every lesson. • Steps to Success are used and may be differentiated at times. • Literacy is taught through a multi-sensory story telling approach with a focus on speaking and listening before writing. • Shared reading/writing and modelled writing are used to support learning. Good work may be used to explore and exemplify good practise. • All students are encouraged to develop independence in overcoming learning challenges • Oracy sentence stems are in place to support with children structuring their classroom talk • A model of learning exists to ensure there is consistency across all year groups with the delivery of the curriculum. Children are involved in each stage of their learning so they continue to develop their understanding of how they learn best • Pupils' work is regularly marked with next steps identified according to the school marking policy. • Working walls are used to display key vocabulary and key terms to support learning. 	<ul style="list-style-type: none"> • Class teachers, Learning Support Assistants and the SENCO share key information about children to ensure that pupils with SEND have the relevant targeted support and provision. • Learning Support Assistants/ teachers work with small groups to: <ul style="list-style-type: none"> ○ Ensure pupils can access the learning ○ Facilitate the learning – model and scaffold ○ Implement further adjustments ○ Ensure understanding is in place ○ Promote independence ○ Support pupils with emotional and sensory regulation ○ Ensure behaviours for learning are in place ○ Pre-teach new learning ○ Revisit prior learning • Teachers and Learning Support Assistants support all ability levels within the class across the week. • Pre-teaching of vocabulary may be used to support understanding or speech and language skills. • Independent learning is supported through the use of technology. For example; Laptops and iPads. • Use of visual supports to aid transition between learning and activities. This might 	<ul style="list-style-type: none"> • Individual Provision Maps are reviewed and targets and provision updated in relation to class learning. • Multi-agency meetings are used to review areas of difficulty and levels of support. • Individualised learning intervention programmes to ensure progression against personalised targets. • Daily contact with parents if helpful. • Different timetable and activities in place; individualised timetables support children who learn more effectively at different times of the day. • One-to-one support is in place for pupils who need more intensive support. • Resources such as fidget toys, sloped desks or pencil grips are available to enable pupils to access learning successfully. • Outreach from special schools is requested for advice around teaching and learning. • Specialist support and advice is available from external agencies through a referral process. Support might be : <ul style="list-style-type: none"> ○ Educational Psychologists ○ Physiotherapists ○ Occupational Therapists ○ Autistic Spectrum Support Team ○ Dyslexia Advisory Service ○ Visual and Auditory Specialist ○ Early Support Team ○ BLOOM ○ CAMHS ○ Speech and Learning Therapy Team
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<ul style="list-style-type: none"> • Pupils have opportunities to record their learning in a range of ways. • There is regular assessment of pupils' progress and attainment using progression level data and age related expectations. • Data is used to track progress and identify pupils and groups who will benefit from additional support or intervention. • There is regular contact with parents through home/school book/telephone contact/meetings/ open door policy. • Whole school rewards/ behaviour policy is consistently implemented to support positive learning behaviours. • Visual timetables are used in all rooms. • ICT is used to enhance learning in all curriculum areas. • All children are encouraged to adopt a positive attitude to learning and independently access the resources they need to complete their work. • All children are supported to develop a Growth Mindset approach to their learning • Progress of all students is measured on a regular basis through our use of formative assessment systems. Teachers' use of formative assessments enables learning to be revisited, consolidated or moved on as appropriate • Summative assessment judgements are made at timely intervals • Pupil progress meetings are scheduled every term. Children's needs, progress and 	<p>be in the form of timetables or 'now and next'.</p>	<ul style="list-style-type: none"> ○ Trauma Informed Schools team ○ Penhaligon's Friends • Special examination arrangements are made for internal and external tests (readers, scribes etc)
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attainment are discussed between teachers, the SLT and the SENCO

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 
<ul style="list-style-type: none"> • Children are taught throughout the school to take responsibility for entering into class; organising their own equipment; changing independently for PE; taking care of possessions; being caring towards others and to take care of their environment. This is made explicit via the school's Golden Rules • Classrooms are accessible and resources are clearly labelled and available. • Children are taught and encouraged to take responsibility for their own learning • Adults model expectations and appropriate interaction to support learning of social skills. • Whole school rewards and behaviour policy support good behaviour for learning. • All children are given opportunities to work independently. • There are consistent routines and behaviour expectations. • Pupils are involved in self –assessment of learning. 	<ul style="list-style-type: none"> • Phonics Mats, Tricky word Mats Number Squares, Number ladders are just a few examples of resources used to make learning accessible. • Pupils have access to: visual timetables, task cards, prompt cards, Now and Next boards to help structure learning • Adults model and supervise play at unstructured times. • Social Stories are used if needed to support understanding • Social skills groups to support children with managing and navigating social interactions • Regular Sensory breaks support children in recognising the signs of dysregulation and identifying their preferred strategies for bringing themselves to a calm-alert state. • Implementation of the 'Zones of Regulation' supports children in understanding how to regulate themselves safely. 	<ul style="list-style-type: none"> • Personalised task boards and timetables are in place to support independence. • Learning Support Assistants work 1:1 with pupils aim to develop pupil independence. • Appropriate equipment is available to enable all pupils to access learning and communicate as independently as possible. • Intimate care plans (targets working towards independence) ensure children with additional physical needs are appropriately cared for. • Individual Sensory Programmes are in place • Reasonable adjustments are made to ensure trips and visits to ensure all pupils can access these experiences. • Specialist services provide advice and support regarding overcoming the barriers raised by physical disabilities. Pupils have personalised equipment to help them to learn such as sensory seat pads, coloured overlays

<ul style="list-style-type: none"> • Classes will spend time learning with each other; older children will spend time with younger children as role models. • Regular PSHE lessons and teaching in response to events and school assemblies support the children’s social and moral development. • A sequential RSE curriculum is in place • Medical protocols ensure safe procedures. • Children are given responsibilities within class and school to develop their engagement with the school community and independence. • An emotions coaching approach to unwanted behaviours develops children’s ability to regulate their responses, • Children are taught about safe behaviours in a range of situations from road to online safety. • The implementation of the Rights Respecting Schools Award develop children’s knowledge of their rights and responsibilities • The implementation of Restorative Justice supports children in addressing any harm caused. Children are fully involved in this process. • The school have a clear ‘Respectful Relationships’ policy for all to follow with consistent approaches to enabling self-help and independence 		<ul style="list-style-type: none"> • Individual Provision Maps will contain targets around developing independence and self-care
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6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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<ul style="list-style-type: none"> • All staff receive regular safeguarding training and procedures and policies are followed. • There is a positive learning environment with excellent staff role models and a positive behaviour for learning policy and approach. A whole school Trauma Informed approach is implemented for all classes • REAL PE curriculum supports the promotion of movement and physical well-being • PSHE, RSE lessons and Circle-Time focus on developing confidence and self-esteem. • Pupil issues are dealt with as they arise. • Incidents of adverse behaviour are recorded on the school's online system – CPOMS – these are regularly monitored and analysed with support/intervention assigned where necessary. • A number of staff are trained in first aid to ensure the safety of students. • After school clubs are available for KS1 and KS2. • School has a lead member of staff who oversees the 'Healthy School Award' to ensure we're up to date • Regular swimming lessons are provided for all children at some point during their time in KS2 • Risk assessments are undertaken for activities and trips involving pupils. 	<ul style="list-style-type: none"> • Increased time is made within the day to allocate to emotional development and understanding for small groups or individuals • Specific medical routines and programmes fully implemented seamlessly throughout school day. • Social stories are used to develop understanding when helpful • Parent liaison is in place where on-going support is required around SEMH • Interventions specific to physical health and development and SEMH are in place • Personalised TIS Plans and Intervention are used to support social and emotional development. The use of Motion tracking system enables staff to monitor the effectiveness of Trauma Informed Support. • Small groups of children will access the Autism Champions 	<ul style="list-style-type: none"> ➤ Individualised Risk Assessments are completed in instances of challenging behaviour. ➤ Children who find the school environment challenging will have individual behaviour plans and safe positive handling plans in place. ➤ Increased joint working between parents, school and multi-agencies. ➤ Individual health protocols and programmes drawn up. ➤ TACs, Early support meetings and reviews are supported by a range of agencies including the school nurse ➤ Additional support for pupils can be requested from a range of external agencies. ➤ Pupils with specific medical conditions have individual health care plans ➤ Adults supporting children with specific needs will access additional training in order for those needs to be safely met. ➤ TIS assessments and plans implemented ➤ Support signposted to parents and parents helped to access outside agencies if this is helpful. ➤ Some children may have resources which help reduce their anxiety and worry levels. ➤ As needed additional support is requested from:

<ul style="list-style-type: none"> • An Emotions Coaching approach to issues teaches pupils' emotional literacy and how to respond to problems. • The school works cooperatively with a range of medical professionals such as Epilepsy Nurse, school nursing service, physical disabilities officer to ensure that physical and medical needs are met. • A specific curriculum exists for the teaching of RSE and drugs education. • An annual 'Healthy Me Week' allows for focused time to explore topics around health and well-being in greater depth • Five members of staff are specifically TIS trained with accredited practitioner status. • The Education Mental Health Practitioner provides staff with a 'Space to Reflect' on individual casework • A governor is specifically assigned to monitor behaviour, well-being and safety • A governor is specifically assigned to monitor safeguarding 		<ul style="list-style-type: none"> -CAMHs (Children and Adolescent Mental Health Service) -Social Care -Dreadnoughts -Penhaligons' Friends -Community Nurses -School Nurses -CLEAR -Young Carers -Educational Psychology Service -Education Mental Health Practitioner via the Mental Health Support Team -Autism Spectrum Team -BLOOM Meeting • Children may be specifically identified as requiring additional support alongside accessing their classroom in the form of nurture provision. Children will access an integrated timetable to grow and build on their strengths and seek to reduce their barriers to learning in safe space
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7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> • All pupils have opportunities for social interaction regardless of need. • All pupils are part of a class with named class teacher/s and Learning Support Assistants • All pupils are invited on trips and visits including overnight stays and residential visits. • Opportunities to represent the school at outside events involving sport and music and interact with pupils from other • Pupils have the opportunity to meet with visitors to the school • All pupils have opportunities to attend a range of extra-curricular clubs. • Adults will leading play during lunch times to encourage social engagement. • Our Rights Respecting group represent the children in meetings and are involved in meeting and greeting visitors. • Regular Circle-Time sessions provide opportunities for group discussion, interacting, listening and supporting each other • REAL PE curriculum includes modules on physical education within groups and teams • Staff are trained in Restorative Justice techniques to support the resolution of conflict • An oracy progression framework exists to support children with structuring what they want to say at age-expected levels. 	<ul style="list-style-type: none"> • Buddies/ Play Leaders for vulnerable pupils. • Sports Leaders in place to aid with sporting interactions • Social stories and social skills groups • Motional assessments (TIS) and interventions • Older pupils are involved with 'paired reading' with younger students. • Circle-Time/Social skills group to encourage and promote self-esteem and social interaction for some pupils. • Trained Learning Support Assistants in 'Socially Speaking' for small groups. • Lego Therapy Intervention • Autism Champion Intervention • REAL PE – all staff trained to lead additional interventions • Implementation of the Zones of Regulation programme to support self-regulation and identification of emotional states in others 	<ul style="list-style-type: none"> • Social stories and therapeutic stories are used to support pupils who find appropriate social interaction challenging. • Motional assessments (TIS) and interventions • Social stories are used to support individual pupils • TA's working with individual students support development of social skills and may deliver specific programmes such as Time for Talk, Do You Have A Volcano in your Tummy? • Alternative means of communication can be used e.g. Makaton signing, PECS. • One-to-one speech and language sessions held for individual pupils. • 1:1 speech and language therapy sessions (Care Plan and goals devised by NHS SALT and intervention then led by our SALT TA) develop social interaction skills.
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8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Access Plan in place and is revised regularly • All areas of the school are accessible to everyone with wheel chair accessibility to classrooms. • There is an accessible toilet on site. • Pupils feel safe and in an environment where bullying is not tolerated. • There is a named Safeguarding Lead and Deputy and a named Designated Teacher for children who are in care. • All adults working with children are DBS checked. • All areas of the school are positive and all classrooms support learning. • Teachers focus on rewarding desired behaviours to promote a positive environment. • The rewards and sanctions system is consistent and robust and it is displayed in each classroom across school. • There are stimulating external play areas which reduce unwanted behaviours. • Children are taught how to keep themselves safe in a range of situations from handling fireworks to online safety. • The individuality and uniqueness of all children is celebrated and recognised through reward assemblies and displays. • Cyclewise – Yr5/6 have bikeability sessions in the summer term. • Swimming opportunities to 'catch-up' 	<ul style="list-style-type: none"> • Quiet activities available to children who find unstructured times difficult • Key staff are team teach trained to confidently diffuse challenging behaviour in a calm, positive manner. • Sloping desk stands are available for table tops. • Various sensory resources available such as fidget toys and coloured reading rulers. • Quiet areas in class rooms are provided when needed. • Fun Fit develops all aspects of pupils' physical development. 	<ul style="list-style-type: none"> ➤ Vulnerable children have calming and re-energising breaks planned supporting with sensory regulation ➤ Resources are made available to support learning and inspire confidence. ➤ Adjustments to the environment/ learning resources are made in line with sensory needs e.g. enlarged text, reduced noise levels, warnings of alarms, ear defenders ➤ Designated teaching areas and individual work stations are used for pupils to follow their own personalised curriculum and learn with as few distractions as possible. ➤ Individualised timetables, curriculums and risk assessments are in place for children who need additional support to learn within the school's environment ➤ Delegated Learning Support Assistant support is in place for those who need this for their safety and well-being and that of others

<ul style="list-style-type: none"> • The school has a named Health and Safety Coordinator. • Risk Assessments are in place for areas of the school and events held in/out school where needed 		
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9. 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 
<ul style="list-style-type: none"> • We have strong links with 'Sunny Days' Pre-School situated on site. Joint activities include:- <ul style="list-style-type: none"> ▪ use of school facilities for PE sessions – eg. new outdoor equipment ▪ regular visits to school in the summer term before Reception. ▪ joint staff training when appropriate • Staff visit other feeder nurseries and preschools to observe children and discuss their needs • Reception staff offer home visits during the summer term before Reception • New reception parents meeting in summer term. • Pastoral leads identify pupils who may need extra support at transition from primary to secondary. Y7 tutors meet with class teachers and SENCO • Taster days are held all children in school to support the annual transition. • Close liaison with Redruth School 	<ul style="list-style-type: none"> • Additional visits are arranged for pupils who are particularly vulnerable at transition within school and with external transition. • Additional arrangements for identified children include transition booklets, extra visits to new classroom/ school as part of smaller groups. These are agreed between the class teacher and family and may include a child dropping into school during holiday time. <p style="text-align: center;">. .</p>	<ul style="list-style-type: none"> • SENCOs from the secondary schools are invited to attend year 5, and where necessary, year 6 EHCP and/or termly reviews to supports smooth transitions. • Individual transition visits with support staff are organised as needed • SENCO attends pre-school children's TAC/Early Support/SEND Review meetings. • Pupils have a structured and gradual transition package from setting to setting, which ensures they are familiar with routines, key members of staff, timetables, environment etc. • The school SENCOs meet to transfer the children's SEN files and relevant information. • School liaises with other agencies for vulnerable pupils joining the school • Individuals may have specific additional transition activities to manage the gap

<ul style="list-style-type: none"> • Secondary staff attend EHC plan annual reviews during the autumn term of year 5. They visit pupils and staff early in the summer term to aid transition. • Transition opportunities are provided in the summer term for all children moving into a new year group/ class. This includes a 'meet and greet' session where the new class teacher will teach their new class for a session. • Class teacher meetings are held at the end of the summer term for staff to share and hand-over key information of every child in the class. 		<p>across the school holidays as agreed between home and school.</p> <ul style="list-style-type: none"> • Where necessary, school liaise with Alternative Provision Academies
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Services and organisations that we work with:

Cornwall's Local Offer can be found on the Care and Support in Cornwall website. The Local Offer outlines all the support available to children and young people with SEND.

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

Service/ organisation	What they do in brief	Contact details/Further Information
Autism Spectrum Team	The majority of the work undertaken by the Autism Spectrum Team in Cornwall promotes the inclusion of young people with Autism in an educational setting through work set in both the home and at school. Referrals to the service are made via school professionals.	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/ 01579 341132
CAMHS	Specialist Community Child and Adolescent Mental Health Services (CAMHS) provides assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS	https://www.cornwallft.nhs.uk/camhs/ 01209 204000

	also provides support and advice for families or carers.	
Cognition and Learning Service	<p>This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs.</p> <p>The service works with learners with Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties.</p>	<p>https://www.cornwall.gov.uk/cognitionandlearning</p> <p>01726 226882</p>
Council Services for SEND	This service provides information on the support Cornwall Council provide, how to access the support, and both national and local resources that can support you and your family with special education needs and disabilities.	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/
Educational Psychology	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>https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/</p> <p>Speak to school: 01209 820456</p>
School Nurse	Health assessments of reception children. Weigh and measure reception and Year 6 pupils. Contribute to Individual Health Care Plans for pupils with medical conditions. Hearing screenings. Refer to other services, e.g. Healthy Weight programme, bladder and bowel specialists, dietician	<p>https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/</p> <p>01872 322779</p>
The Speech and Language Service	<p>The SALT service supports children and young people aged 0-19 who have difficulties with:-</p> <ul style="list-style-type: none"> • Understanding what is said to them • Expressing themselves • Talking clearly (saying speech sounds) • Stammering • Swallowing • Eating and Drinking 	https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/

Early Help Hub	Early Support is a coordinated approach which brings together families and professionals to address a child/young person's additional need or disability.	https://www.cornwall.gov.uk/earlyhelp 01872 322277
Hearing Support Service	The Hearing Support Service provides specialist support for infants, children and young people in Cornwall affected by educationally significant hearing loss.	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/hearing-support/ 01726 226882
Mental Health Support Team	The school's Education Mental Health Practitioner is based within this team, offering support for mental health and well-being.	https://www.cornwallft.nhs.uk/camhs/ 01726 873204
Kernow Young Carers	Kernow Young Carers is a Barnardos project working with children and young people to make the caring role a more positive experience by offering support, information and guidance, activities and trips, short breaks, school groups, training and educational sessions and local young carers forums	https://www.barnardos.org.uk/what-we-do/services/kernow-young-carers 01736 756655
Multi Agency Referral Unit (MARU)	The Multi-Agency Advice Team (MAAT) is a multidisciplinary team within the MARU who deal with concerns about child safety, abuse or neglect.	https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=pi-Bn9YAMYM 0300 123 1116
Paediatric Occupational Therapists/physiotherapists	Support children with physical and sensory needs and recommend, provide and review resources, exercise programmes etc.	https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=gvHBd1fVsaM
Parenting Programmes Service	Provides free training, groups and courses for parents/carers of children aged 0-19 years with some of the challenges of being a parent.	https://www.supportincornwall.org.uk/kb5/cornwall/directory/integratedworking.page?integratedworkingchannel=1

Parent Carers Cornwall	A recognised forum for families supporting children who have SEND.	https://parentcarerscornwall.org.uk/ 07973 763332
Physical and Medical Needs Advisory Service	This service provides support, advice and guidance for those children who may have physical and/or medical needs.	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/physical-disability-or-medical-needs/ 01726 226882
SENDIASS	Cornwall & IoS SENDiASS (Special Educational Needs & Disability Information, Advice & Support Service) provide information, advice and support for any child or young person aged 0-25 with a special educational need or disability and their parents and families. The service is confidential, impartial, accessible and free.	https://cornwallsendiass.org.uk/ (01326) 331633
Vision Support Service	The vision support service work with children and young people (0-25 years) with a diagnosed visual impairment and their families.	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/ 01726 226882

Answers to Frequently asked Questions

➤ What does Special Educational Needs (SEN) mean?
<p>Definition</p> <p>A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:</p>

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

➤ **How does the school know if my child needs extra help and what should I do?**

Teachers assess each pupil's current skills and levels of attainment on entry, which will build on information from previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils. Children who need extra help are identified as a result of concerns raised by teachers, usually because they are achieving at levels significantly below other children their age or because they are making slower progress than other children their age. Concerns may also arise from observed difficulties such as significant difficulties with behaviour, social skills, and speech or physical co-ordination. We may use diagnostic assessments and questionnaires to gain an understanding of a child's particular needs. 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 different and/or additional is needed.

If you think your child may have special educational needs, arrange an appointment to speak to their class teacher. The teacher may then arrange for you to meet with the Special Educational Needs and Disabilities Co Ordinator (SENCO) if needed

➤ **Who is responsible for the progress and success of my child in school?**

Class teachers have the day to day responsibilities for the progress and success of all the children in their classes. All adults in the school contribute to the progress and achievement of all the children.

The SENCO will support teachers to ensure that the needs of all children on SEN support are met within the classroom.

➤ **How will school staff support my child?**

We follow the graduated approach and the four-part cycle of assess, plan, do, review. Your child's class teacher will plan each pupil's education programme. Work in class is set to suit pupils' individual needs, building on what each child is already able to do and planning the next step in their learning. This may include additional general support by the teacher or teaching assistant in class and adapted or additional resources.

The SEND Co-Ordinator is responsible for overseeing provision for children who need extra help, including monitoring the support given in class and liaising with other professionals as required. If your child has needs related to specific areas of their education, such as phonics skills, reading, etc. then they may be placed in a small intervention group run by a teacher or teaching assistant. The length of time the intervention will run will vary according to

need, but they generally continue for around eight to ten weeks. Interventions are regularly reviewed by all involved to find out if they are working and to plan what to do next.

Some children will have specific, personalised intervention programmes that follow advice given by a specialist such as a Speech and Language Therapist or Occupational Therapist. If a pupil needs more expert support from an outside agency and the school needs specialist advice a referral will be made, with your consent, and forwarded to the most appropriate agency. Sometimes an observation or some specific assessments will be carried out to gain a more detailed understanding of their needs. Advice will be shared with the SENCO and the class teacher and may include making changes to the way your child is supported in class. Parents are often involved in a meeting to discuss the additional support and how to support your child's learning at home. All additional support is regularly reviewed and adjusted as the needs of the child change, develop and progress.

➤ **How will the curriculum be matched to my child's needs?**

Teachers will plan learning taking into account how each child in the class learns most effectively. This is often called 'adaptation' and will depend on the individual child's needs but may include different resources, simplified tasks, more practical ways of recording learning or support from the teacher or a Learning Support Assistant for particular activities. Learning Support Assistants may be allocated to work with the pupil in a small focus group to target specific needs. If a child has been identified as having a special need, their class teacher will write an individual Provision Map. This will include targets (set according to their area of need) and an outline of the extra support that the child receives in the classroom and through intervention groups. Provision Maps will be discussed with parents at least termly.

➤ **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Teachers regularly assess the achievement of each pupil in their class through marking pupils' work, working with or observing pupils and through discussion with other adults working with the pupils (for example Learning Support Assistants). You will be able to discuss your child's progress at Parents Partnership Meetings twice a year. You can also arrange an appointment with your child's class teacher at any time through the year if you wish to raise a concern or to find out how your child is doing. At Parents Partnership Meetings, the class teacher may suggest ways that you can support your child's learning. Home learning, especially daily reading, is the most important way that you can help your child to be successful in their learning. If any outside agencies are involved with your child then you will receive copies of their reports. You may also be invited to meet with them to discuss your child's needs and how they are being supported. If a child has an Education, Health & Care Plan they will have an annual review meeting each year to review their progress and to set targets for the following year. This meeting will involve the pupil (if appropriate), parents, SEND Co-Ordinator, class teacher and any other professionals who are involved. If your child has an Individual Provision Map, you will be invited to be part of the process of constructing targets and identifying effective provision.

➤ **What support will there be for my child's overall wellbeing?**

Staff at St Day and Carharrack believe that children's emotional health and wellbeing are as important as their academic attainment and progress. We work closely with parents and children to ensure that positive relationships underpin all learning and ensure there is a strong focus on teaching children emotional literacy through the Trauma Informed Schools approach and Emotion Coaching and how to manage and respond to feelings.

The school has a dedicated 'nurture' provision in place for children who may require additional support with their health and wellbeing, working alongside families. The school's EMHP works alongside the school's SENCO to monitor the effectiveness of our wellbeing provision using audit tools and collating pupil voice.

If a pupil has a medical need, a Health Care Plan will be compiled with support from the school nurse and in consultation with parents/carers. These are discussed with all staff who are involved in working with the pupil and will include details about the administration of any necessary medicines or the provision of personal care. Intimate Care Plans are in place for those who need them.

The school organises and attends TAC (Team Around the Child) and Early Support meetings.

➤ **How do I know that my child is safe in school?**

All staff and volunteers at St Day and Carharrack are DBS checked and staff receive Tier 2 Safeguarding training. The Headteacher is the Designated Child Protection Officer (DCPO) and there is a Deputy Designated Child Protection Officers (DCPO) with Tier 3 training. Safeguarding leaflets are available in the school and induction meetings carried out by the Headteacher ensures all adults are aware of our safeguarding procedures. Visitors to the school are requested to report to reception on arrival, sign in electronically and receive a temporary identity badge to be worn for the duration of the visit. Safeguarding protocols are governed by the Safeguarding policy of the school. It is the responsibility of the Governing Body to ensure the safeguarding policy is up to date and meets all statutory guidance and the school is following all the expected protocols. There is a named Safeguarding Governor who has received the appropriate training.

The school has a fully qualified first aider holding the First Aid at Work certificate and all members of staff are trained in Emergency First Aid. Key members of staff are trained in Paediatric First Aid.

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St Day and Carharrack School undertakes risk assessments required for all out of school activities; these are monitored by the Health and Safety Officer who is employed by the school. Leaders of the activities are responsible for ensuring that all the appropriate risk assessments are in place before the date of the visit. Support is provided by the school's EEClive coordinator.

The Health and Safety officer monitors all risk assessments and outcomes of the Property Compliance Scheme associated with the fabric of the building. The H&S Officer produces detailed reports and relevant action plans to ensure the school building is fit for purpose and is compliant within all health and safety regulations.

There is a clearly defined drill in the case of a fire and 'fire practices' are held termly for the whole school at undisclosed times to make sure everyone on the premises knows what to do and where to go. The school has named fire officers who have received the appropriate training. All fire equipment is regularly checked and maintained.

➤ **What SEND training have the staff at school had or are having?**

All teachers are teachers of children with Special Educational Needs. Teaching and support staff undertake specific courses as needed. The Head Teacher and SENCO oversees that staff have any specialised expertise they may need in order to support a specific disability. The school keeps itself updated with the latest research into what is best practice for children with SEND. All staff are trained in approaches which are to be implemented across every class e.g. Trauma Informed, Emotion Coaching, Speech and Language Learning Support Assistants have been trained to deliver the interventions that they teach. Individual teachers and Learning Support Assistants attend training courses run by the Local Authority or outside agencies that are relevant to the needs of specific children in their class.

➤ **How will my child be included in activities outside the classroom including school trips?**

Reasonable adjustments will be made to arrangements in whatever form is needed to ensure that your child is able to take part in school visits and trips alongside their peers. If you have any concerns or anticipate difficulties regarding your child's ability to access trips and visits please contact the Head Teacher or SENCO so that we can ensure your child has equal access to these important opportunities.

➤ **How accessible is the school environment?**

All classrooms can be accessed by a wheelchair. Where parts of the school have been renovated, disabled access has been included.

➤ **How will school prepare and support my child through the transition from key stage to key stage and beyond?**

The school liaises closely with feeder schools both for year Reception and year 6 but also between each class. Additional home visits or visits to nursery settings may be arranged by staff to get to know your child. Children starting school in the Early Years classes will have pre-arranged visits during the summer term, some including their parents/carers. Those children that attend the school nursery also access many whole school activities. Information meetings for parents/carers will also be held in the summer term prior to the children starting in the September. Additional visits can be arranged to reduce anxiety and transition booklets are used to support children's understanding of the transition process

Transitions between Year 6 and Secondary school includes pre-arranged visits/activity days to the secondary school they will be attending the following September. For those pupils with additional needs all secondary schools offer pre-arranged extra visits/activities in smaller groups to help them to feel confident about moving up to secondary school.

When a child joins or leaves the school, there will be a discussion between the previous and receiving schools about the child's needs to ensure the sharing of important information and a smooth transition.

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

All pupils at St Day and Carharrack follow the National Curriculum and the school receives funding to deliver education to all children. For those with additional needs, assessments will have identified the extra resources/adaptations that will be required in order for those pupils to fully access and progress in their learning. Each pupil will receive the support matched to their level of need e.g. 1:1 support, small group work, 1:1 speech and language support, specially adapted resources for those with visual, hearing or physical needs.

If a child has complex, profound and multiple needs the school can apply for top up funding, via an Education Health Care Plan from the SEN Provision and Assessment Team.

➤ **How is the decision made about what type and how much support my child will receive?**

The type and level of support your child receives will be based upon what your child needs in order to overcome barriers to learning and make appropriate progress. Decisions will be based on our knowledge of your child, consultation with the parents/carers and any advice available from outside professionals. All children have access to 'quality first teaching' in the classroom and levels will be monitored half-termly. If a child does not progress at the expected rate they will be put on SEN Support and will follow the Graduated Approach of Plan, Do, Assess, Review.

➤ **Who can I contact for further information?**

For information specifically concerning our Special Educational Needs provision please contact the office to make an appointment with the class teacher, SENCO- Laura Vallance, or Headteacher- Susannah Storey

Other information can be obtained through the school website at <http://www.st-day.cornwall.sch.uk/website>

See the section above **Services and Organisations** we work with for further information and you can find **Cornwall's SEND Local Offer** on the Care and Support in Cornwall website:

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

➤ **What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?**

In the first instance please discuss this with your child's class teacher. However, if you continue to have concerns make an appointment to see the Head Teacher Susannah Storey or the SENCO Laura Vallance.

➤ **How is your School Offer reviewed?**

It is the responsibility of the Governing Body to review the School SEND Offer in consultation with the Headteacher. This will happen at the beginning of each academic year at a full Governors meeting. If the offer needs to be reviewed during the academic year it will be the responsibility of the Headteacher to place this on the next full Governors agenda for their full consideration.