



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 Hilary Palmer

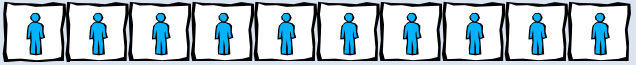
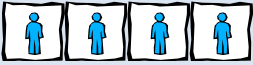

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For SEN Policy: please see school website

For Access Plan: please see school website

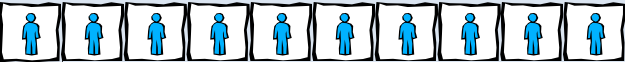


The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • We work closely with parents and carers to discuss their and their child's concerns with staff at the earliest opportunity. • Each term there are opportunities for parents and their child or children to talk to their children's class teachers at one-to-one meetings during a parent consultation evenings. • Children are encouraged to communicate via the virtual learning environment and through pupil voice <p>Other systems we use to enable us to listen to and respond to children:</p> <ul style="list-style-type: none"> • school council • school prefects • playground leaders 	<ul style="list-style-type: none"> • pupil voice • pupil conferencing 	<ul style="list-style-type: none"> • For pupils who receive individual support this can include: • Discussion with teaching staff to listen to the child's views on school and learning • Targets are agreed termly to support and challenge pupils with special educational needs and disabilities. • Pupils play a key role in setting their learning targets through individual discussions with their class teacher. • Pupils are also involved in reviewing their progress towards these targets. • This information is recorded on their Individual Learning plan (ILP) in a child-friendly format. New plans are agreed each term. • For children with a Statement of Educational Need (or an Education Health and Care plan), we use a Pupil




<ul style="list-style-type: none"> questionnaires 		<p>Centred Annual Review meeting to ensure we hear and consider the views of pupils.</p> <ul style="list-style-type: none"> To ensure that pupils are fully involved, we encourage pupils to attend meetings where their needs are discussed, including Team Around the Child (TAC) meetings.
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2. Partnership with parents and carers




Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<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 their and their child's concerns with staff 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 queries or comments they would like to discuss about their child. • At the start of autumn term each class teacher holds a 'meet and greet' information session for all parents. • Termly information about learning topics, class trips is shared through information sheets and on the VLE and on the school website. • Parents and carers are encouraged to attend termly parent consultation meetings. • A Parents Questionnaire is sent home 	<ul style="list-style-type: none"> • We encourage parents and carers to contact school about concerns by telephone, letter, home/school book, email or through the VLE. • Families are invited to attend information sessions and learning workshops run by school staff to help them support their child at home via the academy noticeboard, newsletters, our website, Facebook and Twitter and through group texts. • signpost learning opportunities for adults and families. • We respond to parent feedback to sessions run at school by organisations such as Family Learning to aim to provide sessions that parents are interested in attending. • This year to obtain feedback from parents and carers we are inviting parents and carers of pupils who receive the pupil premium, pupil premium plus or the services premium to a one-to-one annual 	<ul style="list-style-type: none"> • We invite parents and carers of pupils with SEND are invited to a review meeting early in the autumn term to discuss their child's learning needs after out start of school year assessments. • Annual questionnaires for parents of pupils with SEND or with disabilities are used to obtain parent feedback. Parents who add comments are contacted by the Inclusion Manager and a face to face meeting, phone call or email will take place to discuss their feedback. • Feedback is shared with class teachers and other relevant staff to help us improve our provision further. • We support parents and carers to encourage them to be actively involved in Early Support or TAC meetings, Pupil Centred Reviews and in feedback meetings with specialist agencies. • For pupils needing individual support: • Targets are agreed termly to support and

<p>annually to all parents so they can comment on more than twenty aspects of their child's education, including teaching and learning, behaviour expectations, extra-curricular activities and communication. The results of this questionnaire are shared with parents through the website and newsletters.</p> <ul style="list-style-type: none"> • We encourage parents to use the Ofsted online 'parent view' for example at parent consultation evenings and to give feedback to events in school through comments books. • Parents are encouraged to communicate through the home/school communication book. • We try to be respond to the needs of our parents and are happy for example to support parents in filling out forms and in accessing support from other organisations and outside agencies. • Our academy arranges a range of transition events for parents of children starting school in YR. 	<p>meeting with the Inclusion Manager and/or staff who deliver additional support through this funding. During this meeting we encourage parents to give feedback on the impact of the additional support their child has received e.g. on learning and wellbeing that they have noticed at home.</p> <ul style="list-style-type: none"> • All parents of pupils who receive additional support through Pupil Premium funding are given the opportunity to give their feedback through a questionnaire at the end of the year. 	<p>challenge pupils with special educational needs and disabilities.</p> <ul style="list-style-type: none"> • Pupils play a key role in setting their learning targets through individual discussions with their class teacher. • Pupils are also involved in reviewing their progress towards these targets. • This information is recorded on their Individual Learning plan (ILP) in a child-friendly format. New plans are agreed each term. • For children with a Statement of Educational Need (or an Education Health and Care plan),we use a Pupil Centred style Annual Review meeting to ensure school can hear and consider the views of parents.
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3.The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Our children follow a varied and balanced curriculum which provides exciting learning experiences. • All children 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 and science. 	<ul style="list-style-type: none"> • When we identify a child or group of children as needing additional support in an area of learning we provide additional support or challenge. • The impact of this support or challenge is continually monitored and evaluated to enable us to make sure it is supporting children effectively. • Extra support or challenge may be delivered within a small group teacher-led or teaching assistant-led intervention. • We ensure these interventions are closely linked with the class curriculum so that all of the children's learning is linked together. • Interventions have included using phonics skills to improve reading and writing and additional maths support 	<ul style="list-style-type: none"> • We respond to the individual learning needs and physical needs of our children to ensure everyone can access all areas of the curriculum. • For some children, this may involve some one- to- one support. • This could include, for example, creating resources for an individual child, focussed work to introduce new topic vocabulary or targeted support to help a child become a more independent learner.

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. • The Senior Leadership Team (SLT) undertakes a regular programme of lesson observation and work scrutiny to monitor, evaluate and improve our teaching and learning. • High quality training is a high priority at school for all of our staff. • Four of our teaching assistants are working towards university- level qualifications in teaching and learning. • Learning experiences are differentiated to meet pupils learning needs. • Progress of pupils is monitored and recorded using: <ul style="list-style-type: none"> • an online tracking system • iPad software:, Tapestry • class observations and records, • book scrutiny, • assessment at the start of and during each school year • feedback from parents and pupils. 	<ul style="list-style-type: none"> • We are constantly working 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 children. • We use research findings to help us to improve our practice in understanding children's learning and development for example through the use of visible learning. • We use a multi-sensory approach where possible which particularly benefits children who are dyslexic or show dyslexic characteristics.




<ul style="list-style-type: none"> • The progress of individual pupils and groups of pupils is discussed at termly pupil progress meetings between class teachers and Key Stage Leaders. • Information that is gathered is then used to identify gaps in learning, ensuring that all children make maximum progress based on their individual needs. 		
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		




<ul style="list-style-type: none"> • All children are encouraged to become independent and resourceful learners. • Opportunities to develop independence and resilience in our children are identified in teachers' medium planning and progress towards development in these areas is discussed for individual pupils and groups of pupils at our half termly pupil progress meetings. • Staff know how to support children to develop their personal learning and thinking skills. • Class assemblies • Residential visits and school camps • We offer a wide range of after school clubs for all ages and interests including during last year: DT, Lego, ICT, art, playdough club, sports, including netball hockey and cross-country. • Collaborative learning for example when our Y6 and YR pupils worked together on a project. • Young Enterprise • competitions 		<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.
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6. Health, well-being and emotional support




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"> • Risk assessments and safety policies are in place and are regularly updated to ensure all children are safe within the school and on visits. • Our school is a Healthy Schools Plus school which is evidence of all of the work we do to promote a healthy lifestyle • Clubs for children offered, some by volunteers or other organisations, including this year: surfing, bikeability, football club, hockey and bell ringing. • Pupils have access to a school nurse on a referral basis. • School Council • Information in newsletters and/or on school website for parents to help them understand needs of children at our school. • The social moral spiritual cultural (SMSC) aspects of learning are an integral part of our school life and a focus for our class assemblies. Activities include church assemblies, 'Open the Book' and visits by church leaders, • Whole school approach using 'Thrive': a 	<ul style="list-style-type: none"> • Any child can talk to an identified person in school to talk about any worries. This could be the class teacher, Head teacher or Inclusion manager. • Our outdoor area provides an environment for relieving stress and gives children the opportunity of learning in a different environment. 	<ul style="list-style-type: none"> • Team Around the Child (TAC) meetings, Early Support meetings and reviews are supported by a range of agencies. • Assessments carried out for individual pupils by school and family to determine emotional and wellbeing needs. Information shared with support agencies including those listed below. • Opportunities through school or family referrals to outside agencies to support individual pupils and their families including: <ul style="list-style-type: none"> • Behaviour Support Service • Child and Adolescent Mental Health service • Educational Psychologists • 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. • Individual targeted support using the Thrive approach

specific way of working with all children that helps develop their social and emotional well-being.		
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7.Social Interaction opportunities




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"> • Whole school events involving children and their families include: Sports Day, Christmas services, 'Messy Church', plays, harvest, Easter, Christmas fair and summer fair. • Class educational visits • Residential camps • Using year 6 playground leaders to support social interaction during lunchtime • Liaison activities offered by local secondary schools • After-school clubs • Drama, including educational visits to the Minack and Aspire dance projects. 	<ul style="list-style-type: none"> • A home visit by class teaching staff is offered to parents and carers of children before they start school in Reception class. • Learning together sessions for children and their parents and carers for example in English and science. • 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. 	

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

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<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': Mrs Kirsty Lamb (and a deputy: Mrs Hilary Palmer) and a named Child in Care Teacher(Mrs Hilary Palmer) • Teachers focus on rewarding good behaviour for example through the Good to be Green scheme to promote a positive learning environment. • Children's achievements are valued at our weekly 'Shine' Assemblies where parents of pupils whose work is being celebrated are celebrated. • An Early Years outdoor area which includes 	<ul style="list-style-type: none"> • Quiet areas are available. 	<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 Inclusion Manager at staff meetings for teachers and teaching assistants or for individual staff.




<p>sand and water zones, a mud kitchen and a stage for performances.</p> <ul style="list-style-type: none"> School has a robust Single Equality Scheme. 		
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> We liaise with local early year providers to identify pupils with additional needs who will be joining our school in YR <p>For pupils before starting school in YR:</p> <ul style="list-style-type: none"> Option of a home visit to enable reception class teacher to meet children and their parents before they start school Opportunities for parents and children due to start in YR spend time in school. <p>For all pupils before they move up to a new year group:</p> <ul style="list-style-type: none"> Parents informed in advance by letter of which class their child will be in in the new school year. Teachers from previous class and new class meet to discuss all individual pupils. 	<p>For some pupils before they move up to a new year group:</p> <ul style="list-style-type: none"> Enhanced transition involving additional 	<p>For pupils before starting school in YR:</p> <ul style="list-style-type: none"> Option of a home visit to enable reception class teacher and SENDCO to meet children and their parents before they start school We talk with, and where possible visit local early years providers to help us be ready to support pupils with additional needs joining our school in YR. YR teacher and other staff as appropriate attend training offered to support individual pupils <p>For some pupils before they move up to a new year group:</p> <ul style="list-style-type: none"> Creation and use of 'one page profiles' and similar resources to support pupils during the summer term and for their

<ul style="list-style-type: none"> Two afternoon transition sessions for children to meet the teachers and teaching assistants who will be working with them during the next year. <p>For children moving to a different school before the end of Y6:</p> <ul style="list-style-type: none"> Where possible talk with staff at new school to discuss pupil <p>For children due to start secondary school:</p> <ul style="list-style-type: none"> Y6 teacher and Inclusion Leader talks to secondary school staff and where possible visits local secondary schools to discuss all children who will be transferring from our school at the end of Y6. Visits from secondary school staff and previous pupils to meet Y5 and Y6 children. Activities for our Y5 and Y6 children led by local secondary schools. Visits to secondary schools. 	<p>time in new class getting to know the teacher and teaching assistants for any children who would benefit from this.</p> <p>For some children due to start secondary school:</p> <ul style="list-style-type: none"> Enhanced transition for invited children including those with additional needs and those who may feel anxious about the transition to a local secondary school through an additional visit accompanied by a member of staff from their primary school to meet learning mentors and have a school tour. 	<p>parents to use with their children in the holidays to support a smooth transition.</p> <p>For children moving to a different school before the end of Y6:</p> <ul style="list-style-type: none"> Where possible, discussion with staff at new school to discuss individual needs and where appropriate pass on resources for the pupil to use at their new school. <p>For some children due to start secondary school:</p> <ul style="list-style-type: none"> Some individual children may need a more structured and supported transition between primary and secondary school. For these children, 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</p> <ul style="list-style-type: none"> • Raising Achievement training • Breaking through the Barriers to boys' achievement conference • Engaging hard to reach parents • School Improvement conference • Autism Champion training • Supporting pupils with additional mental health needs <p>Individual teachers and teaching assistant training:</p> <ul style="list-style-type: none"> • Phonics (KS1 and KS2 staff) • Maths • Growth mind-set staff meeting 	<p>Teaching assistant training:</p> <p>DCD and Fun Fit training</p>	<p>SENDCO</p> <ul style="list-style-type: none"> • National Award for SEN Coordination Master's level 1 year course • Three day Autism Champion training <p>Teacher and teaching assistants:</p> <ul style="list-style-type: none"> • Training provided by the Vision Support Team • Individual staff training: THRIVE training – as Thrive practitioners accessed by Head of School, KS1 Leader and KS2 Leader. • Training provided Specialist medical training accessed at The Knowledge Spa, Treliske Hospital, Truro.

<ul style="list-style-type: none"> • Safeguarding training for all staff • Thrive whole school training • First aid training • Growth mind-set training 		
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11.Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Support (ES)	<ul style="list-style-type: none"> • Early Support helps different agencies work effectively together to support individual children with disabilities and their families. • ES helps schools to set up meetings in school where the agencies share information and create plans helping schools know how best to support the child in school. 	Ravena Jelbert Early Support Co-ordinator (West) Tel: 01736 336660 07968 992128 rjelbert@cornwall.gov.uk
Speech and Language therapists (SaLT)	This is a service that helps children in Cornwall aged 0-19 years who may have difficulty with: <ul style="list-style-type: none"> • expressing themselves 	Telephone: 01208 834488 Website:

	<ul style="list-style-type: none"> • understanding what is said to them • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking). 	www.cornwallfoundationtrust.nhs.uk
Family Support	<ul style="list-style-type: none"> • Family Support can help families with a range of challenges including bedtime routines and understanding your child's behaviour and how to respond. • They can also point families in the right direction for housing, benefit and debt advice and information about work or training. 	Locality service request form. See: www.cornwallfisdirectory.org.uk
Education Welfare Officer (EWO)	<ul style="list-style-type: none"> • EWOs can help provide help and advice on school and attendance, bullying, child protection issues, elective home education and exclusion of pupils. 	Tel: 0300 1234 101 Email: children@cornwall.gov.uk
Autism Support Team (AST)	<ul style="list-style-type: none"> • This specialist team play an important role in in helping to meet the needs of people with autism and their families. When supporting pupils in school they may carry out assessments, recommend strategies to school staff and coordinate meetings between school and families. 	Tel: 0300 1234 101 Email: children@cornwall.gov.uk
Child and Adolescent Mental Health Service (CAMHs)	<ul style="list-style-type: none"> • CAMHs support children and young people who face a range of challenges and mental health needs which impact on their emotional wellbeing. 	Tel: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net
Vision Support Team (VST)	<ul style="list-style-type: none"> • The VST work with Children and young people (0-25 years) with a diagnosed visual impairment in their homes, early years' settings and schools to enable 	Tel: 0300 1234 101 Email: children@cornwall.gov.uk

	<p>them to overcome barriers to their education caused by their vision loss and to help them achieve their potential.</p>	
Educational Psychologists(EP)	<ul style="list-style-type: none"> These professionals help parents and schools understand more about how a child learns and how best to support children in school. 	<p>Tel: 0300 1234 101 Email: children@cornwall.gov.uk</p>
School Nursing Team	<ul style="list-style-type: none"> School nurses offer health assessments to all children when they start primary and secondary school. This information is used by the NHS to help plan and improve services for children to help ensure children and young people stay fit and healthy. They can also provide advice to young people, their parents, carers and teachers. 	<p>Tel:01872 221400 cpn-tr.ChildrensCMC@nhs.net</p>
The Physical Disabilities Team	<ul style="list-style-type: none"> This team provides support to students with physical disabilities who attend mainstream schools across Cornwall. The key target is to ensure maximum access to the school curriculum. This support may involve using ICT e.g. Clicker 6 to improve learning opportunities. 	<p>Melinda Leishman Physical and Medical Needs Advisor Email: Melinda.Leishman@cornwall.gov.uk</p> <p>Referrals accepted through schools.</p>
Occupational Therapist (OT)	<ul style="list-style-type: none"> Families and our school work with these health professionals to support children with physical needs in school. OTs can create therapy plans for individual children so that the school knows best how to support them. 	<p>Children's Community Therapy Service Tel: 01872 254531</p>
Penhaligon's Friends	<ul style="list-style-type: none"> A voluntary organisation that can work with schools to help children and families with issues around serious 	<p>Tel: 01209 210624 or 01209 215889</p>

	illness or bereavement in their family.	enquiries@penhaligonsfriends.org.uk
Dreadnought	<ul style="list-style-type: none"> An organisation that can support pupils who experience confidence challenges and relationship difficulties. Dreadnought can also support children with bereavement issues. 	<p>Tel: 01209 218764</p> <p>team@thedreadnought.co.uk</p>

Cornwall's Local Offer can be found on **The Cornwall Family Information Services (FIS) website:** <http://cornwall.childrensservicedirectory.org.uk>