



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: enquiries@stuny.org.uk

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

- Behaviour
- Equality and objectives
- Accessibility plan

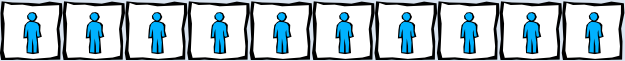


The levels of support and provision offered by our school

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/children to talk to their children's class teachers at one-to-one meetings during parent consultation 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. <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 	<ul style="list-style-type: none"> pupil voice 	<ul style="list-style-type: none"> Teaching staff find out 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. 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. For children with an Education Health and Care plan, we use a Pupil Centred Annual Review meeting to ensure we listen to and consider the views of pupils. Children with an Education Health Care Plan create One Page Profiles to convey their views about themselves to others. It




		<p>summarises a child's strengths, views, wishes and support needs.</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. • Parents and carers are invited to school in the afternoon on a regular basis to complete collaborative learning tasks. • 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 information they would like to discuss about their child. • At the start of the autumn term each class teachers holds an information session for the parents of children in their class. • Termly information about learning themes, class trips is shared through medium term planning grids on the school website. • Parents and carers are encouraged to attend termly parent consultation meetings. 	<ul style="list-style-type: none"> • We encourage parents and carers to contact school about concerns by telephone, letter, home/school book or email. • Families are invited via letters, newsletters and group texts to attend information sessions and learning workshops run by school staff or other service and organisations. • We signpost learning opportunities for adults and families. • EYFS staff conduct home visits the week before children start school. 	<ul style="list-style-type: none"> • We invite parents and carers of pupils with SEND to a review meeting in the autumn term to discuss their child's learning needs. • We encourage parents and carers 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 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. • 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.

<ul style="list-style-type: none"> • A Parents Questionnaire is sent home annually to all parents so they can comment aspects of their child's education, including teaching and learning, behaviour expectations, extra-curricular activities and communication. • Parents are encouraged to communicate through the home/school communication book. • Our academy arranges a range of transition events for parents of children starting school in YR. 		<ul style="list-style-type: none"> • For children with an Education Health and Care plan, we use a Pupil Centred Annual Review meeting to ensure we listen to and consider the views of pupils.
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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"> • Our children follow a broad 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 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 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. • 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"> • tracking grids • iPad software: Tapestry • 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 children. • We use a multi-sensory approach where possible which particularly benefits children who are dyslexic or show dyslexic characteristics.

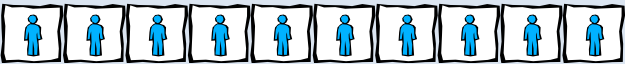


5. Self-help skills and independence

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. • Class assemblies • Educational trips • Residential trips • We offer a wide range of after school clubs for different ages and interests including computing, football, art, netball, school magazine, cross country, tennis, dance, gardening. • Collaborative learning for example when our Y6 and YR pupils work together. • 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.




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. • Clubs for children offered, some by volunteers or other organisations, including this year: computing, football, netball, art, school magazine, cross country, tennis, gardening, dance . • Pupils have access to a school nurse on a referral basis. • School Council • Information in newsletters 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. • Two members of the Christian Ethos Committee lead whole school collective worship weekly. 	<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 SENDCo. • 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: • 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.

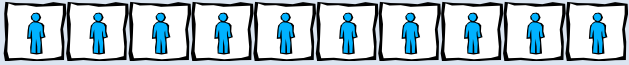
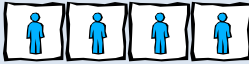

7. Social Interaction opportunities

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. • Educational trips • Residential trips • 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 Jo Osborne and a deputy: Mrs Jo Hill and a Designated Teacher for Child in Care and Previously Looked After Children: Mrs Sarah Brand • Teachers focus on rewarding good behaviour for example through the Good to be Green scheme to promote a positive learning environment. • 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 assembly. • An Early Years outdoor area which includes sand and water zones, a mud kitchen and a stage for performances. • School has a robust Single Equality Scheme. 	<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 SENDCo at staff meetings for teachers and teaching assistants or for individual staff.

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"> 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 to spend time in school. <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 discuss all individual pupils. 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 pupils 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 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 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. The class teacher and SENDCo 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"> Creation and use of 'one page profiles' and similar resources 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"> Where possible, discussion with staff at new school to discuss individual needs

<p>For pupils due to start secondary school:</p> <ul style="list-style-type: none"> • Y6 teacher and SENDCo talk to secondary school staff and where possible visit 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>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 an additional visit accompanied by a member of staff from their primary school to meet learning mentors and have a school tour. 	<p>and where appropriate pass on resources for the pupil to use at their new school.</p> <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. • 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</p> <ul style="list-style-type: none"> • Tier 3 Safeguarding training • Thrive training <p>Individual teachers and teaching assistant training:</p> <ul style="list-style-type: none"> • Safeguarding training for all staff • Phonics (KS1 and KS2 staff) • Maths • Trauma Informed Schools (TIS) whole school training • First aid training • Growth mind-set training 	<p>Teaching assistant training:</p> <ul style="list-style-type: none"> • Fun Fit training 	<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 • Designated Teacher for Children in Care training <p>Teacher and teaching assistants:</p> <ul style="list-style-type: none"> • Team Teach training • Diabetes training • Individual staff training: TIS training- KS2 Assistant headteacher • Supporting Communication for Children with Complex Needs • EYFS Transition training

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 safety of a child or vulnerable adult. With the support of the Multi Agency Advice Team, the MARU ensure that concerns relating to children and vulnerable adults are addressed in a timely manner, with a response that is proportionate to the needs of the children, vulnerable adults and their families. 	<p>Telephone: 0300 123 1116 Out of hours telephone: 01208 251300 Email: multiagencyreferralunit@cornwall.gov.uk</p>
Early Help Hub	<ul style="list-style-type: none"> The Early Help Hub is the single point of access for professionals, families and young people to access Early Help Services. The triage team decides with Early Help service best meets the needs identified in the request for help. 	<p>Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>
Statutory Special Education Needs (SEN) Service	<p>The Statutory SEN Service is responsible for:</p> <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 or Statement of SEN are handled by the Statutory SEN Service. 	<p>Telephone: 01872 324242 Email: statutorysen@cornwall.gov.uk</p>
Cornwall Virtual School for Children in Care and Previously Looked After Children	<ul style="list-style-type: none"> The Virtual School works with the Designated Teacher for Children in Care and Previously Looked 	<p>Telephone: 01872 323565 Email:</p>

	<p>After Children to monitor and track individual children in care's progress, attainment and attendance.</p> <ul style="list-style-type: none"> • The Virtual School provides guidance on individual situations to achieve the best possible outcomes for this group of learners. • The Virtual School provides training to the Designated Teacher. 	
Early Years Inclusion Service (EYIS)	<ul style="list-style-type: none"> • The EYIS is a local authority service for children aged 0-5 years with special educational need and disabilities. • The Service comprises of the following staff: <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 coordinated approach which brings together families and professionals to address a child/ young person's additional needs or disability. 	<p>Telephone: 01736 336660 Email: rmarshallwhitley@cornwall.gov.uk</p>
Speech and Language Therapy Service	<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: • 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>
Early Help Family Workers	<ul style="list-style-type: none"> • Early Help Family Workers provide support for families with children aged 9 months - 12 years who can give their consent and commit to engage in support. • Family workers can help parents to understand their child's behaviour when it is having a 	<p>Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk</p>

	<p>significant impact on the family.</p> <ul style="list-style-type: none"> Family Workers can support children with low level anxiety, increasing emotional resilience, recognising and managing their emotions, bereavement and family breakdown 	
Education Welfare Service	<ul style="list-style-type: none"> An Education Welfare Officer (EWO) visits school regularly to check registers and discuss pupils about whom the school is concerned. The EWO can provide help and advice on: <ul style="list-style-type: none"> ➤ school attendance issues bullying ➤ exclusions ➤ child Protection procedures ➤ advice and information about other agencies If your child has problems with attending school, talk to their teachers or contact the Education Welfare Service. 	<p>Telephone: 01872 323400 Email: educatwelfare@cornwall.gov.uk</p>
Autism Spectrum Team (AST)	<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 with 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>
Child and Adolescent Mental Health Service (CAMHS)	<ul style="list-style-type: none"> CAMHS provide specialist assessment, advice and treatment for 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>
Educational Psychology Team	<ul style="list-style-type: none"> Educational Psychologists offer a wide range of evidence based psychological services and use their skills and experience to promote learning, social 	<p>Telephone: 01579 341132 Email: tradedepservices@cornwall.gov.uk</p>

	inclusion and emotional health and well being in schools.	
School Nursing Team	<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 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. 	Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
The Physical and Medical Needs Advisory Service	<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. 	Email: physicalandmedicalneeds@cornwall.gov.uk
Penhaligon's Friends	<ul style="list-style-type: none"> • A charity that supports bereaved children, young people, parents and carers. 	Telephone: 01209 210624/215889 Email: 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. 	Tel: 01209 218764 Email: team@thedreadnought.co.uk

Jigsaw	<ul style="list-style-type: none"> A programme that aims to help children, young people, parents and carers who have alleged sexual abuse. 	Telephone: 01872 323218/324547/323876
CLEAR	<ul style="list-style-type: none"> A charity that provide therapy for children and young people linked to or who have experienced domestic abuse and sexual violence. 	Email: referrals@clearsupport.net
First Light	<ul style="list-style-type: none"> A charity that provides specialist support to victims of sexual violence and domestic abuse. 	Telephone: 01752 220400 Email: info@firstlight.org.uk

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:

- Reviewing pupils individual progress towards their targets each term

- Reviewing the impact of interventions
- Monitoring by the SENDCo including planning and book scrutiny, pupil conferencing, analysis of assessment data
- Holding annual reviews for pupils with EHCPs

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/localoffer.page?localofferchannel=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 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 our curriculum to ensure all pupils can access it e.g. by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended resources such as laptops, coloured overlays, visual timetables etc.
- Differentiating our 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?

We have a number of teaching assistants who are trained to deliver a range of interventions.

Teaching assistants support some pupils on a 1:1 basis.

Teaching assistants support some pupil in small groups.

We work with a number of agencies to provide support pupils.

School staff can signpost parents who need support.

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:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN 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, SENDCo, KS2 Assistant Headteacher and KS1 Leader 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 and delivered by the class 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?

For further information telephone: 01736 794180 or email: enquires@stuny.org.uk