



St Uny is inclusive academy and aims to ensure all children feel a sense of belonging as members of our school community. In collaboration with parents/ carers and professionals, through early identification and intervention pupils can achieve and thrive. High quality adaptive teaching enables all children to learn and participate actively. St Uny Academy is committed to promoting Equality and Diversity. The Equality and Diversity Policy, Accessibility Plan and SEN Information Report can all be found on the school website.

Special Educational Needs/Disabilities Coordinator: Mrs Sarah Brand

Contact details:

Telephone: St Uny Church of England Academy 01736 794180

email: hello@stuny.org.uk

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

- SEND Policy – [SEND-Policy-update-Oct-25-ratified-15.10.25.pdf](#)
- Equality and Diversity Policy - [Equality-and-Diversity-Policy-Jul-2025-ratified-15.7.25.pdf](#)
- Accessibility Plan - [636290](#)

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

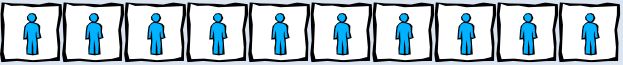
Whole school approaches The universal offer to all children. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We work closely with parents and carers to discuss any concerns that their child has. • There are opportunities for parents and their child/children to talk to their child's class teachers at parent's evenings in the Autumn and Spring terms. • Teaching staff consider the interests of pupils when planning. • EYFS staff plan 'in the moment' during self-initiated play by joining children and supporting them in their learning and development. • Other systems we use to enable us to listen to and respond to children: ➤ school council ➤ head/deputy boys/girls ➤ I wish my teacher knew...	• Pupil conferencing is used to gather information from pupils with SEND. • Pupils with SEND contribute their feedback, views and ideas e.g. at termly IPM meetings. • Additional, targeted support and provision is developed in light of student voice where appropriate. • Targets are agreed termly to support and challenge pupils with special educational needs and/or disabilities. • Pupils play a key role in setting their learning targets through individual discussions with their class teacher. This information is recorded on their Individual Provision Map (IPM). • Pupils also involved in reviewing their progress towards targets. • Pupils with special education needs and/or disabilities create One Page Profiles in collaboration with school staff to convey their views about themselves to others.	• School staff use visuals to communicate with non-verbal/ pupils with little speech such as traffic lights, Now and Next boards, Widgit symbols. • School staff use recommended approaches to listen and respond to children e.g. Intensive Interaction • Non-verbal/pupils with little speech use visuals e.g. Core boards to communicate their wants and needs with school staff. • We encourage pupils to attend meetings where their needs are discussed, including SEN review meetings, Education Health Care Plan review meetings, Personal Education Plan meetings and Team Around the Child meetings. • Pupils complete a written contribution prior to their EHC plan review meeting to share with invitees.

2. Partnership with parents and carers

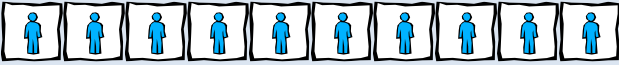
Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• School staff work in partnership with parents and carers. Parents and carers are encouraged to speak to school staff, telephone and email to discuss any concerns they have. • 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. • School staff liaise with parents and carers to discuss any concerns that they have about their child at the earliest opportunity. • Termly information about class topics is shared through medium term planning grids on the school website. • Parents and carers are encouraged to attend termly parent's evenings in the autumn and spring terms. • Parents and carers are sent an annual report about their child's progress and attainment over the year in the summer term. Parents and carers are encouraged to make an appointment to see their child's class teacher in the summer term after they have received their child's report and would like to discuss it.	• Families are invited via letters, newsletters and group texts to attend information sessions and learning workshops run by school staff e.g. SPACE or other services and organisations. • We signpost learning opportunities for adults and families. • Questionnaires are sent to groups of parents for feedback on a specific area. • We invite parents and carers of pupils with SEND to termly review meetings to discuss their child's learning and development needs. • Parent targets are recorded on their child's IPM. • School staff and pupil's parents complete the Neurodevelopmental Profiling Tool to identify what support a child or young person may need at home and at school.	• We arrange meetings between parents and professionals that are working with their child including Educational Psychologists, Autism Spectrum Team Advisors, Speech and Language Therapists. • We encourage parents and carers to be actively involved in their child's annual EHCP review meeting. • With parental consent, staff make referrals to the Early Help Hub to provide support for children and their families.

• A parent's questionnaire is sent home annually to all parents so they can comment on aspects of their child's education. • Parents are sent monthly newsletters and receive regular emails from schools staff to inform them of key information. • School staff post regular updates on social media about pupil's learning and achievements. • Parents have access to a link worker from Family Support. • Members of the SLT are on morning gate duty to greet children and parents. • The SENDCo hosts termly parent cafes at school. A family support link worker usually attends these.		
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3. The curriculum

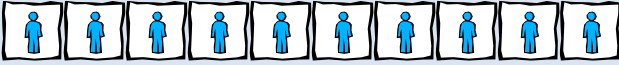
Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Our academy offers pupils a broad and balanced curriculum that is well planned to ensure learning is sequential. • The curriculum is designed to ensure the inclusion of all pupils regardless of their ability/ needs. • All pupils have full access to educational visits and extra-curricular activities. • All children have access to resources to support their learning and teacher use high quality teaching as the first step in supporting all pupils to make progress. • Pupil progress is monitored termly. • Additional assessments (e.g. Dyslexia Screening Test) are used to identify pupils that need additional and different provision.	• When we identify a child or group of children with additional needs in an area of learning we provide additional support. • Interventions may be small group teacher-led or teaching assistant-led. These are planned by class teachers and/or subject leaders. • Interventions are monitored and following review, are adapted as appropriate.	• We respond to the individual learning needs and physical needs of pupils to ensure everyone can access all areas of the curriculum. • Teachers plan additional adaptations to the curriculum before teaching lessons. • For some children, this may involve some one-to-one support including scaffolding tasks to enable pupils to become more independent or accessing a bespoke timetable to support their individual needs. • In exceptional circumstance pupils can be disapplied from some assessments. • Some pupils may need to access support for their social, emotional and mental health needs before they are ready to access learning in the classroom.

4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All pupils have access to resources to support their learning and teachers use high quality teaching as the first step in supporting pupils to make expected progress. • Reading (specifically phonics), Writing (specifically punctuation and grammar) and Maths skills (particularly number facts and times tables) are a school priority. Subject leaders attend relevant training and disseminate information to teachers about this. • Relevant, high quality training for both teachers and teaching assistants is a school priority. • Learning experiences are adapted to meet pupils learning needs. • Progress of pupils is monitored and recorded using: ➤ Insight ➤ learning walks ➤ class observations ➤ book scrutiny ➤ reviewing the impact of interventions ➤ analysis of assessment data ➤ feedback from parents and pupils.	• Class teachers and the SENDCo work closely to identify and understand pupils' differences including their different levels of prior knowledge and potential barriers to learning. Class teacher provide targeted support through adapting teaching in a responsive way. • Class teachers use adaptive teaching to provide targeted support to individual pupils. They anticipate barriers and plan how to address these. Staff use assessment information to inform subsequent planning and make in- the moment adaptations. • Staff scaffolded tasks to support pupils with SEND to make good academic progress and enable independent learning. • Staff attend training to improve subject knowledge and expertise to help to support pupils effectively. • The SENDCo liaises with class teacher and teaching assistants to implement and develop the SEN provision for pupils on the SEN Record Of Need. • Alternative methods of recording are used to support pupils needs.	• 1:1 support is in place for some pupils with long term, severe and complex special educational needs who need a bespoke provision. • Where appropriate, specialist advice and support for individual pupils is sought from external agencies including: ➤ Educational Psychology ➤ Speech and Language Therapist ➤ Communication Support Team ➤ Occupational Therapists ➤ Physiotherapy ➤ Autism in Schools Team ➤ Cognition and Learning Team ➤ Early Years Inclusion Team ➤ CAMHS

• The progress of individuals and groups of pupils is discussed at termly Pupil Progress meetings with class teachers and senior leaders. This information informs subsequent teacher planning and provision for pupils.	• Special examination arrangements are put in place for internal and external assessments where appropriate e.g. readers, scribes, additional time.	
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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 
• All children are encouraged to become independent and resourceful learners. School staff model self-help skills in the school environment. • Visuals are used to support whole class routines. • Class resources are labelled and accessible to all. Children are encouraged to access these independently in lessons. • Children are taught to take responsibility for their belonging and looking after school resources/ property. • Children are assigned roles in their class/ the wider school to encourage citizenship and independence. • All pupils have access to a range of educational and residential trips. • We offer a wide range of after school clubs for different ages and interests including football, art, rounders, gardening, film, forest school, mindfulness, board games.	• Teachers scaffold tasks that pupils can access independently based on their knowledge of the children and their needs. • Alternative methods of recording pupils work including Chromebooks and voice to text headphones. • School staff use back chaining to promote self help and independence in pupils from nursery through to Y6.	• School staff encourage all pupils to be as independent as possible when working. Where children find this difficult, staff check in regularly with pupils. • Teaching assistants use visual, verbal and written scaffolding to help to develop pupil's independent working skills. • Visuals such as Task Management Boards are used to support pupil's working memory/ executive functioning skills. • Pupils use visuals to signal that they need help.

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 
• Whole school TIS training informs our approach to supporting all children's social and emotional needs at school. • Any child can talk to any member of staff about any worries that they have. • 'I wish my teacher knew...' slips in every classroom. • Risk assessments and safety plans in place and are regularly updated to ensure all children are safe in the school and on visits. • Clubs for children offered, some by volunteers or other organisations. The specific clubs change termly. • Pupils have access to a school nurse on a referral basis. • Parents have access to a link worker from Family Support for advice and help about supporting their child's needs at home. • The social moral spiritual cultural (SMSC) aspects of learning are an integral part of our school life and a focus for our class assemblies. • Forest school (4 week blocks for each year group). • Mini marathon	• Our outdoor area provides an environment for relieving stress and gives children the opportunity of learning in a different environment. • Pupils can access to a nurture lunch club to support their social, emotional and mental health and or/ social interaction needs at lunchtimes. • Nurture Forest School led by qualified Forest School Leaders. • One Page Profiles for pupils with special educational needs. • Sports leaders support targeted groups of children at playtimes and lunchtimes. • Access to Mental Health Support Team including small group support for transition to secondary school and anxiety.	• Pupils social, emotional and mental health needs are assessed using the Boxall Profile. • Pupils receive specialist, individualised support from Emotional First Aid/ Trauma Informed School trained practitioners and other school staff based on observations, feedback from professionals and/or the results of Boxall Profile Assessments. • Staff and parents communicate effectively to implement reasonable adjustment to support individual pupil's needs. • Alternative arrangements are put in place for pupils at the beginning and end of the school and during playtimes and lunchtimes. • Opportunities through school or family referrals to outside agencies to support individual pupils and their families including: ➤ Child and Adolescent Mental Health Service (CAMHS) ➤ Mental Health Support Team ➤ 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. • Pupils with specific health needs have an intimate care plan. • Designated TIS room for use during TIS session.
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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
		
• Key Stage/Whole school events involving children and their families include: Sports Day, Christmas plays, Christmas fair and summer fair. • School visits and residential trips are accessible to all. • End of Year Celebration Assembly. • Whole school and key stage Collective Worship.	• Some pupils with social and emotional needs, and/or communication and interaction needs participate in social skills groups to develop their social interaction skills e.g. Lego Therapy. • We Thinkers is used to develop individual pupil's social communication and social understanding. • Access to Nurture lunch group for vulnerable pupils/ pupils on the SEN Record of Need.	• Social Stories and Comic Strip Conversations are used to develop individual pupil's knowledge and understanding of social interactions. • Individual support/ arrangements at playtimes and lunchtimes and self-initiated playtimes to support pupils with social communication needs and/or social, emotional and mental health needs.

• Liaison activities offered by local secondary schools. • After-school clubs. • Drama, including educational visits to the Hall for Cornwall and the Minack Theatre	• Inter school sporting competitions. • 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.	
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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
		
• 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. • The Designated Safeguarding Leader is Mr Richard Hoskins (Head of School) and three deputy Designated Safeguarding Leaders: Mrs Jo Hill (Assistant Head of School), Mrs Sarah Brand (SENDCo) and Mrs Sian Palmer (Y1 class teacher). • There is a Designated Teacher for Children with a Social Worker and Previously Looked After Children: Mrs Sarah Brand.	• Access to regular movement breaks. • Quiet areas are available both inside and outside the school building including the library and TIS room. • Access to reasonable adjustments e.g. ear defenders, height adjustable chairs, fidgets wobble cushions and wobble stools. • Access to Nurture lunch group for vulnerable pupils/ pupils on the SEN Record of Need. • Access to adapted toilets.	• Specialist equipment available to support pupils' needs including chewlry and . Where appropriate, training in their use is provided by the SENDCo at staff meetings for teachers and teaching assistants or for individual staff. • Individual work areas are used to support behaviour, engagement and outcomes for some pupils with special educational needs. • Access to sensory space.

• All staff have attended Emergency First Aid training and all EYFS staff have attended Paediatric First Aid training. • The school environment is clear and uncluttered. Classrooms are calm and well structured. • Children who have been shining example of one our Christian Values- respect, forgiveness and friendship that week are nominated to receive an award in Friday's Collective Worship. • An Early Years outdoor area which includes large construction, sand and water areas. • There is an outdoor learning classroom situated on the school field. • There is a Forest School located at the bottom of the school field. • Designated Art studio inside the school building.		
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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 
For children before starting nursery:	For new pupils starting at St Uny:	The school SENDCo coordinates transition arrangements for vulnerable pupils and/or pupils on the SEN Record of Need.

• Children are invited to a stay and play session after school with their parents. • The nursery teacher holds a transition meeting with the child and their parents. SENDCo also attends meeting when additional needs have been identified prior to starting nursery. For children before starting school in YR: • Staff liaise with Early Years childcare providers to identify children with additional needs who will be joining our school in YR. • Transition sessions for parents and children starting school in September. • Nursery visits to meet children starting school. For all pupils before they move up to a new year group: • The Head of School informs parents about their child's next teacher in the summer term. • Teachers from previous class and new class meet to share information about all pupils in their next class. • Transition sessions for children to meet the teachers and teaching assistants who will be working with them the next academic year. For pupils moving to a different school before the end of Y6: • School staff share information about pupils with key members of school staff. For pupils due to start secondary school: • Y6 teacher and SENDCo discuss all children who will be transferring from our school at the end of Y6 with key members of secondary staff. • Visits from secondary school staff and previous pupils to meet Y5 and Y6 children. • Transition sessions/ days to secondary schools.	• New children and their parents are invited to visit the school for a tour. For some pupils before they move up to a new year group: • Pupils and teachers work collaboratively to write and/or update One Page Profiles. • Enhanced transition involving additional time in new class getting to know the teacher and teaching assistants for any children who would benefit from this. • Teachers set new IPM targets for pupils the Autumn term. These are quality assured by the school SENDCo. For some pupils due to start secondary school: • Enhanced transition for invited pupils including those with additional needs and those who may feel anxious about the transition to a local secondary school through additional visits accompanied by a member of staff from their primary school to meet key secondary school staff and have a school tour.	For pupils before starting school in YR: • The class teacher (and SENDCo where appropriate) visit local Early Years childcare providers to talk to staff and meet the children with additional needs joining our school in YR. • YR teacher, the school SENDCo and other professionals attend transition meetings to discuss pupils additional needs and the provision for this. For some pupils before they move up to a new year group: • Pupils and school staff work collaboratively to create transition books for pupils and their parents to refer to during the summer term. • School staff make videos containing key information about new class and send to parents/ upload to Tapestry. • Teachers contact parents to arrange transition meeting in the summer term. For pupils moving to a different school before the end of Y6: • School staff have established strong links with the local secondary school. • Discussion with staff at new school to discuss individual needs and pass on resources for the pupil to use at their new school. For some pupils due to start secondary school: • The school SENDCo invites key secondary staff to Y6 pupils spring term EHC plan review meetings. • 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

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
SENDCo training: • Tier 3 Safeguarding • Supporting Mental Health and Wellbeing in Schools Teachers and teaching assistant training: • Emergency First Aid/ Paediatric First Aid • Safeguarding (for all staff) • Speech and Language (delivered by Speech and Language Therapist) • Read Write Inc • Grammarsaurus • White Rose • Task Design • Trauma Informed Schools (TIS) whole school	Teachers and teaching assistants training: • Termly Autism training delivered by Autism in Schools Advisor • Supporting DCD in the classroom • Work, Rest and Play the Sensory Way • Emotion Coaching • Dyslexia Friendly School • Fun Fit • Aspire Inclusion SENDCo Network termly meetings • Local Authority SEND Net meetings • SENDCo updates/ training in weekly teacher and TA staff meetings	SENDCo training: • Designated Teacher for Children in Care • Emotionally Based School Avoidance • Access to Educational Psychology and Autism in Schools Advice Line/ Panel meetings as well as Aspire Area SENDCo Teachers and teaching assistants: • PRICE training • Trauma Informed Schools 10 day • Supporting Communication for Children with Complex Needs

11.Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Multi Agency Referral Unit (MARU)	- The MARU provides a multi-disciplinary response to concerns about the welfare or safety of a child or young person. This is in line with Statutory Guidance from Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly. - The MARU will try to help by signposting to the service that can best help meet a child's needs. Sometimes they will recommend that you speak to the Early Help Hub and they will complete an Early Help assessment.	0300 123 1116 multiagencyreferralunit@cornwall.gov.uk
Early Help Hub	- The Early Help Hub is the 'front door' to Early Help services led by Cornwall Council and Cornwall Foundation Trust. The Early Help Hub looks at requests for help. These can be submitted by parents and / or professionals with consent, and identify: - the right help - at the right time - by the right service Services you can request from the Early Help Hub: - Early Support - Supporting Change in Partnership (SCIP) - Early Support - Team Around the Child (TAC) (professional request only) - Early Years Service - Family Support - Health visiting - Portage - School nursing - Targeted Youth Support - Video Interactive Guidance (professional request only)	01872 324605 earlyhelphub@cornwall.gov.uk

Statutory Special Education Needs (SEN) Service	The Statutory Special Educational Needs and Disabilities (SEND) Team is responsible for: • Education, Health and Care (EHC) Needs Assessment Processes • maintenance and review of EHC Plans • management and administration of statutory processes associated with EHC plans	01872 324242 statutorysen@cornwall.gov.uk
Awena (Cornwall's Virtual School for children with a social worker)	• Awena is Cornwall Council's Virtual School for Children In Care (CiC) and Previously Looked After Children (PLAC). The school is a statutory service in the Local Authority with the focus on improving the education, educational outcomes and aspirations for vulnerable children, including children on child protection and children in need.	01872 324278 virtualschool@cornwall.gov.uk
Child and Adolescent Mental Health Service (CAMHS)	• CAMHS provide specialist assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to families or carers.	01736 571 070
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.	01579 341132 educationalpsychology@cornwall.gov.uk
Speech and Language Therapy Service	• The Speech and Language Therapy Service works with children and young people aged 0 to 18 with speech, language and communication needs in clinics, homes, and educational settings across Cornwall and the Isles of Scilly. They work directly with children and young people alongside their key communication partners such as parents, carers, and educational staff.	01872 834488 cpn-tr.enquirist@nhs.net

Paediatric Community Therapies (Occupational Therapy and Physiotherapy)	• Paediatric Occupation Therapy is for children with atypical development and disability. OTs assess functional and sensory needs within referral criteria and work with parents and carers to enable children to become as independent as possible. • The physiotherapy service is for children presenting with atypical development and disability.	01872 254531 / 01872 253880 rch-tr.ChildrensCommunityTherapy@nhs.net
Autism in Schools Team (AST)	• The AST support autistic children and young people aged 4 to 16 who are on roll at a school in Cornwall. The AST support schools to include autistic children and young people in all activities.	01579 341132 autismteam@cornwall.gov.uk
Cognition and Learning Needs Team	• The Cognition and Learning Needs Team work with children with Specific Learning Difficulties (SpLD - including Dyslexia) and Moderate (or General) Learning Difficulties. The Cognition and Learning Needs Team work collaboratively with schools, parents, children and young people to ensure inclusion, achievement and progression.	01872 324242 send@cornwall.gov.uk
Early Years Inclusion and SEND Service	• The Early Years Inclusion and SEND Service is a multi-disciplinary team that works with children aged 0 to 5 who are not meeting their development milestones within the Early Years Foundation Stage (EYFS)	01872 324242 send@cornwall.gov.uk
Communication Support Team	• The Communication Support Team is an education based support team. The team work collaboratively with schools, children and young people and their parents and carers, to ensure inclusion, achievement and progression.	01872 324242 send@cornwall.gov.uk
Physical Disability or Medical Needs Advisory Service	• Some children and young people may have physical and /or medical needs that affect their time in school. They may find certain things challenging, such as moving around school and may experience barriers with their learning. The Physical Disability or Medical Needs Advisory Service are an education based support team.	01872 324242 send@cornwall.gov.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:

- observing pupils and staff.
- conducting learning walks.
- scrutinising teachers planning and children's books.
- analysing assessment data.
- reviewing pupils individual progress towards their targets each term.
- reviewing the impact of interventions.
- analysing feedback from pupil conferencing.
- asking parents for their feedback in termly SEN meetings and annual EHC plan review meetings.
- reviewing the impact of the annual SEN action plan.

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 using the following link [Family Information Service Cornwall](#)

Answers to frequently asked questions

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

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

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

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

Slow progress and low attainment or having EAL 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 universal 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. If a parent suspects their child has neurodiverse needs, they are encouraged to complete an online request form. The school SENDCo will then respond to this.

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 and access to ordinarily available provision is our first step in responding to pupils with SEN. This will be adapted 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:

- Adapting teaching to ensure all pupils can access the curriculum e.g. adapting lessons and tasks based on knowledge and understanding of pupil's needs, using in-the moment adaptations etc.
- Using recommended resources such as laptops, visuals etc.

- Providing scaffolding e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

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

Teachers and teaching assistants support a few pupils on a one to one basis.

Teachers and teaching assistants support some pupils in small groups.

Parents are invited to attend termly parent cafes for support.

Parents are encouraged to talk to school staff they feel that they or their child needs support. School staff can make referrals/ signpost parents to appropriate support e.g. the Early Help Hub.

School staff and parents complete the Neurodevelopmental Profiling Tool to identify children's needs and develop the provision for these.

The SENDCo makes referral to external services for specialist support for children.

School staff share information about how parents can support their child via the monthly newsletter and email e.g. The Neurodiversity Hub

School staff work with several agencies to provide support pupils.

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

Teachers, parents and children review individual progress towards their IPM 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 with parents/ carers to explain how they can support their child's learning at home during teacher/ parent meetings. Parents/ carers are invited to online or in house training sessions with specialist staff e.g. Advisors from the Autism in Schools Team and the Cognition and Learning Service.

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

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

- Pupil's social, emotional and mental health needs are assessed using the Boxall Profile. Some pupils IPM targets are based on the results of these assessments.
- Pupils with social, emotional and mental health needs receive additional support from Trauma Informed School trained practitioners/ emotionally available adults.
- Some pupils with SEN are chosen as school leaders .
- Some pupils with social and emotional needs, and/or communication and interaction needs participate in social skills groups to develop their social interaction and social thinking skills.
- Some pupils are invited to attend Nurture Forest School sessions.

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/residentials, before and after school clubs, and most extra-curricular activities are available to all pupils. School staff liaise with parents/ carers prior to these to discuss any reasonable adjustments that need to be made to meet pupil's needs.

All KS2 pupils are encouraged to go on residential trips.

All pupils are encouraged to take part in sports day, school plays, 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?

Pupils attend transition sessions in their new class every summer term. New class teachers meet with parents/ carers of pupils with SEND every summer term to discuss upcoming transition and pupil's needs. Pupils with SEND complete One Page Profiles in the summer term to share with new class teachers and support staff in their new class.

The school SENDCo forwards individual pupil information to the school the pupil is moving to shortly after they have left St Uny.

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

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

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

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

15. Who can I contact for further information?

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

