



2021/2022

Warbstow Primary Academy
Information Report for Special Educational Needs and Disability
(SEND)

Warbstow School is committed in both vision and practice to an inclusive ethos which values the achievements of all children.

As a small school we recognise that the needs of our children may change from year to year and we are committed to adapting and developing so that we can respond well to the diverse needs of the children in our local community.

As a school we have experience in working with children with a range of special educational needs and disabilities such as: *Dyslexia, Autistic Spectrum Disorder, Physical and medical needs, speech, language and communication needs, hearing and vision difficulties, asthma, diabetes, global delay, emotional and social needs, and mental health difficulties.*

The Special Educational Needs and Disabilities Coordinator, Mrs Provis, also has experience working in both Primary (mainstream and Area Resource Base) and Pre School settings.

We regularly work with outside agencies such as Educational Psychologists, the Dyslexia team, the Behaviour team, and Physiotherapists according to the needs of the children in our care.

Link to [Special Educational Needs Policy](#)
Aspire




Link to [Single Equalities Policy](#)
Aspire

Link to [Accessibility plan](#)




The Special Educational Needs and Disabilities Coordinator: **Mrs Provis, Warbstow Primary Academy, Warbstow, Launceston, Cornwall, PL15 8UP**
Telephone: 01566 781388 Email: hello@warbstow.org.uk (Please put SEND in the subject line)

The levels of support and provision offered by our school




Covid – 19 Response SEND

<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> 
<p>Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning.</p> <p>SEND provision overview and SEF/Audit</p> <p>Comprehensive Trust wide training sessions for all staff and SENDCos – for example Differentiation, social stories, transitions – return to school and from setting to setting, Trauma Informed Schools – advice and guidance to support staff, children and communities. (further information in the Inclusion file and on the CPD link)</p> <p>Ensure parental/family engagement</p> <p>Whole school approaches to embed new school routines.</p>	<p>Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning.</p> <p>Review of IEPS for all pupils on SEN support. Ensure any adjustments of targets/provision is in place. Ensure cycles of assess, plan, do, review target and respond to presenting needs now.</p> <p>Review intervention programme</p> <p>Multiagency collaboration and referrals – risk assessments in place</p> <p>Visual supports and social stories to communicate whole school new routines</p>	<p>Review EHCP provision / outcomes are accurate and any adjustments addressed through formal processes with the Local Authority</p> <p>EHCP risk assessments when required</p> <p>EP planning and Support</p> <p>Multiagency collaboration and referrals – risk assessments in place</p> <p>Visual supports and social stories to communicate whole school new routines</p>

1. Listening to and responding to children and young people




<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"> • The views and opinions of all our pupils is actively sought and highly valued. • All pupils are members of our school council and have input into our decision making regarding: learning, indoor and outdoor environments, rewards, events and activities. • All pupils take part in PSHE activities such as, SCARF and/or circle time. • The whole school ethos approaches are available to support all children. • We have adopted, and continue to develop, Trauma Informed Schools UK (TISUK), as a whole-school initiative. • The pupil voice is encouraged during individual lessons by using a Learning Line to determine at which stage of learning they are before, during and after a lesson. • Ongoing support from Aspire's Inclusion Lead, Ms. Kyne and wider team. • An annual Pupil Questionnaire to gauge pupil's views. 	<ul style="list-style-type: none"> • The SEND coordinator is available for children to talk to if they have any concerns. • SEND is an item on all staff meeting agendas where the views of individual pupils are discussed. • Pupils with SEND are included in discussions about their care and IEP reviews. • We value the input of Aspire's Inclusion Advisor, Ms. Kyne. • Where appropriate, additional provision will be arranged in response to: <ul style="list-style-type: none"> ○ Termly tracking/school data ○ Pupil premium ○ Adult observations ○ Pupil Progress meetings. 	<ul style="list-style-type: none"> • Individual support will be dependent on age and need. We make best endeavours to take account of the views of individual children and their parents. • All individual support will be carefully planned for, and reasonable adjustments made, with the aim of developing independent learning skills and/or self-help skills. • Our pupils' views are an integral part of Early Support/TAC meetings and SEN reviews. • Our pupils are supported through individual needs-centred planning, target and outcome setting • Children with individual needs such as dyslexia are included in discussions about resources such as coloured exercise books/ overlays/ Laptop/ word MAPS. • Support individual pupils following the advice of specialists e.g. Educational Psychologist, ASD team, Speech and Language Therapist.

2. Partnership with parents and carers

<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"> • The school makes every effort to work in partnership with, and support of, all parents and carers. • Parents are encouraged to engage in 1:1 reading and support with home school activities. • The parents/carers are invited to attend parent/carer evenings. • A yearly questionnaire takes account of parental views about the school. • Parent/carers know who to contact if they have any concerns. • The website is updated to enable parents/carers to understand what their young person is learning. • Parents and carers are informed about the progress of their children through: <ul style="list-style-type: none"> ○ Termly progress reports ○ Parent Evenings ○ End of Year reports. • Parents/carers are invited to open sessions within the school: Music assemblies; Harvest festivals; school plays; sports days; class trips etc. • The school invites Parents/carers to share 	<ul style="list-style-type: none"> • Parents may contact school at any time about concerns. • Referrals to a range of available family services can be made through Family Services. • Parents invited to SEND information evenings as appropriate e.g. dyslexia • Parents are formerly invited to attend SEN reviews three times a year, usually conducted as part of Parent Progress meetings. 	<ul style="list-style-type: none"> • The views and opinions of Parents/Carers are actively sought through Early Support/TAC, SEN and EHCP review meetings. • The views and opinions of Parents/carers are actively sought through annual EHCP review meetings. • Parents are encouraged to engage in 1:1 reading and support with home school activities. • Extra parent meetings offered to discuss individual needs.




their views via the Arbor app or hello@warbstow.org.uk		
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3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all our pupils and teacher planning reflects this. • All our pupils, regardless of their ability and/or additional needs have full access to the curriculum through high quality teaching and differentiation. • Assessments carried out by external agencies (including dyslexia testing/ cognitive ability tests etc.) are used to identify students who need specific interventions. • Children follow differentiated Read, Write, Inc. Phonics • 'SumDog' an Online Maths revision and homework programme is available for Years 1-6. • Google Classroom is an integral part of our move to embrace the delivery of online learning. 	<ul style="list-style-type: none"> • Intervention is bespoke and evidence led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in response to student progress. • Small group intervention might include: <ul style="list-style-type: none"> ○ Read Write Inc Catch-Up (KS1 and KS2) ○ Developing writing skills ○ Developing Comprehension skills ○ Handwriting (fine motor skills) ○ Motor skills (Leap into Life, sports club) ○ Numeracy catch-up ○ Speech and Language therapy. ○ Project X 	<ul style="list-style-type: none"> • Students are supported in following their interests and activities regardless of their SEN and/or disabilities. • Specialist advice is sought to identify barriers to learning and to receive additional advice to overcome those barriers. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved. • Our pupils are supported through individual needs-centred planning, target and outcome setting. • Needs-specific software and resources available. • Laptops/ Ipads • Clicker 7




<ul style="list-style-type: none"> English, Maths, Project X reading support, Speech and Language intervention programmes are available and our pupils' access to them is based on our current and robust tracking system. Visual timetable. Children in the EYFS learn through purposeful play. Wild Tribe, outdoor learning, sessions take place. Specialist Music teachers teach KS2 children e.g. cello, violin, samba. 		<ul style="list-style-type: none"> Coloured exercise books/ coloured overlays
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> The lessons are carefully planned to include clear stages and regular progress checks throughout the lesson to ensure all our children are on-task and are being challenged. 	<ul style="list-style-type: none"> Class Teachers/ Teaching Assistants meet regularly to ensure that students with SEND have targeted support, provision and access to quality resources to support independent learning. 	<ul style="list-style-type: none"> Personalised, highly differentiated and well-resourced work tasks enable all our pupils to access or work towards independent learning. 1:1 support may be put in place where




<ul style="list-style-type: none"> • Learning objectives are discussed using “We are learning how to ...” • Feedback is given either verbally or written as ‘Wow!’ (what they did well), ‘How?’ (how they could improve) and ‘Now...’ (next steps). Children are given time to respond to their feedback. • Each class has a Learning Line displayed. The teacher and pupils refer to the Learning Line to gauge where the pupils feel they are in their learning at stages during the lesson. • Monitoring, observations and book scrutinies take place to ensure consistency throughout the school. 	<p>Through their involvement, Teaching Assistants are recognised as valued members of the team.</p> <ul style="list-style-type: none"> • Class Teachers/ Teaching Assistants work with small groups to: <ul style="list-style-type: none"> ○ Ensure understanding ○ Facilitate learning ○ Foster independence ○ Keep students on task ○ Assess progress ○ Inform future planning. • If the Class Teacher is working with a small group, the Teaching Assistant supports the pupils with tasks already set by the Teacher. 	<p>required for students who need more intensive support and may include specialised support for those who may have:</p> <ul style="list-style-type: none"> ○ A physical disability ○ Speech and language difficulty ○ Autism ○ Severe literacy difficulties ○ Severe numeracy difficulties ○ Global learning delay. ○ Dyslexia
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • In the classroom, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult help. These include: <ul style="list-style-type: none"> ○ Peer to peer support ○ Sourcing classroom resources ○ Selecting and using a range of appropriate tools ○ Developing thinking and problem solving skills. 	<ul style="list-style-type: none"> • Visual timetables are on display, where needed, to aid independence. • Teaching Assistants in the classroom facilitate independence. • Peer support is encouraged in our mixed age classes which creates opportunities for positive role-modelling and peer mentoring. • Pupils may have personalised equipment to help them to learn including: 	<ul style="list-style-type: none"> • Where appropriate, Teaching Assistants who work 1:1 with our pupils encourage them to be very specific about what they need help with and what they have already done to find help themselves. • We will try to ensure that our pupils who require a high amount of 1:1 support will have that support delivered by different adults throughout the day/week. This will ensure our pupils build resilience and




<ul style="list-style-type: none"> Resources are available in all classrooms and equipment can be easily accessed by all to aid independence. These include: <ul style="list-style-type: none"> Word mats Hundred squares/number lines Maths resources Pencil grips, where appropriate Word Banks. Residential trips from Year 1 to Year 6 challenge and encourage the development of age-appropriate self-help skills. Interactive displays to encourage Growth Mindset, including learning lines. Teachers and Teaching Assistants will encourage independence through prompting, questioning and positive role-modelling as well as during feedback and marking. Where possible, pupils will be given additional time to achieve independently. 	<ul style="list-style-type: none"> overlays laptops word maps. Coloured exercise books Project X Clicker 7 Our pupils have access to: <ul style="list-style-type: none"> Differentiated resources Visual timetables Sensory breaks. 	<p>self-coping strategies to enable them to cope when and if a key Teaching Assistant or their Teacher is absent.</p> <ul style="list-style-type: none"> A range of personalised resources may be made available to support our pupils according to need.
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6. Health, wellbeing and emotional support




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> Trauma Informed principals are embedded in all teaching and learning provision. 	<ul style="list-style-type: none"> Counselling through Dreadnought or CLEAR can be arranged, where 	<ul style="list-style-type: none"> Early support/TAC meetings and SEND reviews are supported by a range of

<ul style="list-style-type: none"> • The SEND coordinator meets with Class Teachers, Teaching Assistants and Nursery leaders to ensure there is appropriate provision for students with wellbeing, emotional, physical and mental health needs. • Playground Buddies and all children are encouraged to offer support to one another at play and lunch times. • Pupil issues are dealt with by trained staff and are appropriate to the pupil's needs. • Risk assessments are updated regularly. • School policies for Behaviour, Safeguarding and Anti-Bullying are well embedded hence pupils access a well-supported environment. • PSHE lessons, Assemblies and Residential trips encourage healthy lifestyles, well-being and emotional resilience. • The school has two Trauma and Mental Health Informed Schools Practitioners (a Level 5 Diploma); the SENDCo and a TA. Whole school training has been received to fully embed Trauma Informed Schools (TISUK) practice. • After School Clubs and early morning Breakfast and Sports Clubs encourages a healthy lifestyle, resilience and emotional wellbeing. 	<p>appropriate.</p> <ul style="list-style-type: none"> • Bereavement counselling is available, if appropriate. • Risk assessments are carried out. • Talk Time is offered. 	<p>agencies.</p> <ul style="list-style-type: none"> • Additional support for our pupils can be requested by or through: <ul style="list-style-type: none"> ○ CAMHS ○ Social Care ○ Educational Psychologist ○ Autism Team ○ Behaviour Support Services ○ Occupational Health Services ○ Physiotherapy Services ○ Health Services ○ Visual Support Services ○ Hearing Support Services. ○ School Nursing team ○ Cornwall dyslexia service. ○ Aspire Inclusion Support Team • Students with specific medical conditions will have individual health care plans which are shared with all appropriate staff. • TISUK Practitioners can provide SEMH support. • SENDCo to attend SEND network meetings to receive up-to-date training and to share resources and support.
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7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All students have opportunities for social interaction, regardless of need. • Mixed age classes encourages interaction and relationship building between younger and older pupils. • All students are invited on trips and visits. • Residential trips in Year 1- 6 challenge and encourage the development of age-appropriate social skills. • Assemblies, PSHE (SCARF) and TIS activities encourage children to learn positive relationships. • Attendance at Aspire Games, Surf competition, Dance display, when available. • Inter-school sports fixtures e.g. football, netball, cross country, swimming gala. • Sports Day. • Performances for families and wider community e.g. Music Assembly, Harvest, Christmas performances, Carol Concert. • House System is in place. • School Council and PSHE to encourage the pupil voice. 	<ul style="list-style-type: none"> • All staff are trained to and are encouraged to support the social interaction of students. • Sports Club. Children in receipt of Pupil Premium and those with physical challenges are actively encouraged to attend. • Talk Time is offered to develop children's communication skills. • Visual Timetables are displayed, where appropriate, to support pupils throughout the day. • Safeguarding and SEND are discussed at every staff meeting. • Teachers make observations to support target setting. 	<ul style="list-style-type: none"> • Additional support to help children interact socially can be provided according to need. • SENDCo will support teachers to write social stories, as necessary. • Staff are trained to support children with ASD. • Staff undertake specialist courses to ensure Warbstow has the expertise to support pupils' individual needs.

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




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas used by children are accessible to everyone including those students with SEND. • All areas of the school have wheelchair accessible classes. • Students feel safe in an environment where bullying is minimal and dealt with effectively. • There is a named child protection officer, designated safeguarding lead, and deputy, as well as a named Child in Care teacher. • All areas of the school are uplifting, positive and support learning. • Teachers, Teaching Assistants and Lunch Time Supervisors focus on rewarding good behaviour to promote a positive learning environment. • The environmental area is enjoyed by all classes allowing optimised access according to need. A trained 'Wild Tribe' teacher leads outdoor learning sessions. • The school team are actively seeking and reviewing transitional issues across the school environment. • Fencing and lockable gates ensure the boundaries are secure. 	<ul style="list-style-type: none"> • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during unstructured times. • Disabled toilets and medical bins are available. • There are adults who are Team Teach trained. • A Parent volunteer runs a weekly Gardening Club. Vast improvements are being made around the school grounds. Raised beds are more readily accessible to all children. • A safe outdoor learning environment is available outside of the EYFS classroom. 	<ul style="list-style-type: none"> • There are staff in school who have Team Teach training.

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"> • There are robust procedures in place to support all our pupils through their key transition phases. • Primary children visit Launceston College and Budehaven Community School for specific events e.g. sports. • Secondary staff may visit the Year 6 pupils prior to transition. • Induction days for Year 6 students are arranged at their designated secondary placement; Launceston College, Budehaven Community School at Bude or Sir James Smith's Community School at Camelford. • Secondary placements in Launceston College invite specific students to attend summer school. • Regular transition sessions are arranged for children in each year group to experience their new class and meet their new class teacher. • Pre-School children work closely with Class 1 all year and are invited into school for a session each Friday during the second half of the Summer term. We also have a full day for transition towards the end of the Summer 	<ul style="list-style-type: none"> • Extra transition days and meetings with the SEND department are arranged for those children with additional needs. • Communication with the transition schools is robust. 	<ul style="list-style-type: none"> • There is an Area Resource base at both Budehaven Community School and Launceston College for those with more complex needs. • Where necessary our pupils will be supported by a TAC meeting to ensure transition is robust and meets the individual's needs. • Enhanced transitional support is arranged for pupils who require more than the general 'fly up' days offered. During these sessions, the pupil may be accompanied by a member of staff e.g. SENDCo or their parents, as deemed appropriate.

term. <ul style="list-style-type: none"> Class teachers may teach certain subjects to different classes according to the teacher's individual strengths e.g. PE, French. 		
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10. The SEND qualifications of, and SEND training attended by, our staff

<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> 
<ul style="list-style-type: none"> All staff – TISUK whole day training, safeguarding, Paediatric first aid or first aid, Read, Write, Inc phonics training, Safeguarding updates, Head of School (HoS) – Holds the NASENCO award SENDCo have attended CC and Aspire network meetings. Information then shared with staff at meetings SENDCo and Early Years Teaching Assistant are Trauma and Mental Health Informed (TISUK) Practitioners. To maintain the qualification, they must attend supervision meetings with a senior Trauma Informed practitioner or approved Educational Psychologist a minimum of three times each year. SENDCo is currently undertaking the NASENCO award. 	<ul style="list-style-type: none"> Dyslexia Champion - Project X (reading support) training SENDCo – training for Autism awareness, sensory processing disorder 	<ul style="list-style-type: none"> SENDCo – Team Teach trained SENDCo – Autism Awareness, Sensory Processing Dyslexia Champion – Screening Training

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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	The Early Help Hub is the single point of access for council and community-based health services including those for children and young people.	Monday – Thursday 8:45am – 5:15pm Friday 8:45am – 4:45pm Closed on Bank Holidays Tel: 01872 322277 Email: earlyhelphub@cornwall.gov.uk Website: www.cornwall.gov.uk/earlyhelphub
Speech and Language Therapy	Assess and monitor difficulties with communication as well as swallowing, eating and drinking problems.	<u>Existing</u> Referrals contact the SLT Helpline: Tel: 01208 834488 (This is a call-back service) <u>New</u> referrals contact the Early Help Hub: Tel: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
Child and Adolescent Mental Health Service CAMHS	Support with children showing signs of mental health or significant social difficulties	<u>Existing</u> Referrals and Enquiries contact the Children's Services Care Management Centre: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net <u>New</u> referrals contact the Early Help Hub: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
School Nurse	Support with medical difficulties	Contact the Early Help Hub: Tel: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
Social Care	Support for families struggling with care aspects regarding their children	Children's Social Care Tel: 0300 1234 101

		Email: children@cornwall.gov.uk
Family support	Support for families regarding issues within the home which don't relate to care concerns	Contact the Early Help Hub: Tel: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
The South West Educational Psychology Practise	Support, observation and assessment of children with concerning academic or social progress at school.	Tel: 01822 618265 Email: enquiries@educational-psychology.com
Autism Spectrum Team	Support for children with a diagnosis on the autism spectrum	<u>Existing</u> Referrals and Enquiries contact the Children's Services Care Management Centre: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net <u>New</u> referrals contact the Early Help Hub: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
Spectrum - Autism Support Centre	Autism resource and information centre	Tel: 01326 371000 Email: mail@spectrumasd.org
Accessible Childcare (DCATCH)	Wrap around care funding to enable children with a physical and/or learning disability including Autism, Asperger's and ADHD to access breakfast club, after school clubs.	0800 5878191 Family Information Service
Equality and Diversity Service	Support for families with English as an additional language	Tel: 0300 1234 100 Email: equality@cornwall.gov.uk
Education Welfare Officer (EWO)	EWOs can help provide help and advice on school and attendance, bullying, child protection issues, elective home education and exclusion of pupils.	Tel: 01872 323400 Email: educationwelfare@cornwall.gov.uk
Dreadnought	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

This is how we:

12. Assess and review the progress of our children/young people's progress towards outcomes.

Our school has an 'open door' policy to parents /carers and we encourage you to discuss any problems or concerns with staff. Teachers are continually monitoring and assessing your child's progress – academically, physically, socially and emotionally. Any behavioural changes are investigated with the support of parents/carers to ensure that needs are being met. Any pupils causing concern are immediately discussed with the relevant members of staff on the Senior Leadership Team and Senior Management Team. Progress is monitored through a rigorous assessment process, enabling teachers to identify gaps in children's learning and plan for extra support. Academic attainment is tracked termly (six times per year) and any pupils not on track to achieving their personal targets are immediately flagged up to the Senior Leadership Team. Social and emotional development of vulnerable children is tracked at least three times per year using Motional assessments, the Boxall Profile and via Talk Time initiative. Those children identified as having Social and Emotional needs are tracked termly. This system aims to identify pupils making less than expected progress given their age and individual circumstances.

Warbstow Primary follows the graduated response using the Assess, Plan, Do, Review Cycle as detailed in the Special Educational Needs and Disability Code of Practice (July 2014). Where possible, we try to meet individual needs within the classroom through high quality first teaching, ensuring that our planning, teaching and approaches are differentiated.

Conversations between the class teacher, SENDCo and parents/carers are held regularly.

If a student is not making satisfactory progress, or presents other concerns, the class teacher holds further discussion with the SENDCo. The pupil will be placed 'On Alert'. Strategies and approaches, which are currently in use, are reviewed and the effectiveness evaluated. Where this review leads to the conclusion that the student requires further additional help and support, they are placed at 'SEN Support' on the Record of Need, after consultation with parents/carers. Warbstow school adopts a person-centred approach whereby interventions are chosen to match the needs of the child. The school works closely with therapists and external agencies to identify the holistic needs of every child.

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

On Alert

If a pupil's academic or/and social and emotional development becomes a cause for concern, the pupil is placed 'On Alert'. Parents/carers will be consulted and an 'On Alert' Plan will be written to outline areas of concern, set personal targets and detail bespoke interventions, if required.

SEN Support

Where a review leads to the conclusion that a pupil needs additional help and support, they are placed at School Support on the Record of Need, after consultation with parents/carers. When we have all the available information, we consider the next strategy for action. Class teachers differentiate lessons and resources accordingly. Progress is monitored closely by the class teacher, SENDCo and Head of School. Progress is reviewed with parents/carers and the pupils, where age and need appropriate.

An Individual Education Plan (IEP) is written to reflect areas of support, targets and interventions, following consultation with agencies, parents/carers, the pupil, SENDCo and class teacher. Provision may consist of 1:1 support from teaching assistants, small group intervention, in class support, specialist resources and activities, working with external support agencies etc. In some circumstances, parents/carers can approach the Local Authority (LA) to request a statutory assessment which may or may not result in the LA issuing an Education, Health and Care Plan (EHCP).

Statement / Education Health and Care Plan

If a pupil has a statement of special educational need or an EHCP, an annual review is held for pupils in Year 1 and above. A six-monthly review is held for pupils in the Foundation Stage. At this meeting, decisions are made regarding the continuation of the statement/plan. The effectiveness of provision is reviewed, and objectives and strategies amended accordingly. New long-term objectives for the following year are set, if necessary. All relevant professionals are invited to attend or submit a report. Parents/ carers are invited to attend and the views of the pupil are considered (where need appropriate). Pupils with statements / EHCPs are entitled to additional support as prescribed in their documentation. This may consist of 1:1 support, small group withdrawal, in class support, specialist activities, working with external agencies etc.

An IEP will be written as detailed in the SEN Support section above.

Removal from the Record of Need

Once placed at School Support, pupil progress will be monitored for at least two cycles of assessment i.e. two terms. Where students make good progress and meet targets set, they may be removed from the Record of Need following a review meeting. These pupils will be then placed 'On Alert'.

13. Evaluate the effectiveness of our provision for children and young people with SEN

Pupil progress will be continually monitored by their class teacher. Their progress will be reviewed at least termly (three times per year) with the teacher, SENDCo and SLT, although any concerns raised will be addressed as they occur.

Where it is identified that a pupil has SEN, the school will take action towards the removal of the barriers to their learning. This SEN support takes the form of a four-part cycle (the graduated approach) through which earlier decisions and actions are revisited, refined and revised in collaboration with the parent and pupil (where appropriate). The school will work in partnership with all stakeholders to gain understanding of the pupil's needs and what support is needed to ensure the pupil makes good progress. Parents will be formally advised of this. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The graduated approach is an ongoing cycle that enables provision to be refined and revised as the understanding of a pupil's needs grow. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. This ASSESS, PLAN, DO & REVIEW cycle is used for all children on the Record of Need.

The Graduated Approach

The graduated approach focusses on inclusive practice to break down barriers to learning. For the majority of children and young people this can be achieved through personalisation and differentiation but individuals with SEND may need provision that is **additional to, and different from**, their peers.

When a pupil is identified as having SEN the school takes immediate action to put effective SEN provision in place to ensure that all barriers to learning are removed.

As soon as a pupil is identified as having SEN parents/carers are informed and the pupil is placed at SEN Support on the Record of Need. The school works in partnership with parents/carers; listening to their views and proactively involving them in decision making and planning.

SEN provision is reviewed at least termly and all reviews involve the child (where need appropriate) and their parent/carers. It may be decided that advice from a specialist professional is required in order to meet the needs of a child. Information regarding the external support available will be published as part of the SEND Information Report.

What happens at each phase of the 'assess, plan, do, review' cycle?

Assess

A clear analysis is made of the pupil's needs. This analysis is based on:

- the views of the pupil
- the views of their parents/carers
- teacher assessment and observations

- the pupil's current attainment
- the pupils previous progress and attainment
- comparison to their peers and national data
- assessments by, and the views of, external services if appropriate

Plan

In light of the above assessment, the teacher and SENDCO, in consultation with the parent/carers and pupil, agree on a plan of action. This plan of action will include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

Do

The pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- differentiating and personalising the curriculum
- the delivery of '**additional and different**' provision that is made for a pupil with SEND
- the planning, support and impact measuring of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching.

The SENDCo will support teachers in the effective implementation of provision.

Review

The quality, effectiveness and impact of the SEN support are evaluated in line with the review date.

The above evaluation is shared with the parents and pupils and their views are sought.

The cycle then starts again by reassessing the needs of the pupil before planning a continuation of, or change to, the SEN support.

The effectiveness of provision is monitored by the Senior Leadership Team through a variety of means including discussions with all stakeholders, book scrutinies, classroom observations, learning walks, the tracking of pupil progress against targets etc.

14. How we handle complaints about the provision made at school

The procedure for managing complaints is specified in the school's Complaints Policy.

Initial concerns or enquiries about a pupil with special educational needs or SEND provision should be dealt with the class teacher, the SENDCo and the Head of School. There is no suggested timescale for resolution at this time given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy.

All formal complaints that are received will be recorded in school and acknowledged in 5 days and an investigation will proceed to the timescale outlined in the Complaints Policy.

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Answers to Frequently asked Questions

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

- Close tracking and monitoring against National Curriculum age related expectations.

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

- Make an appointment to talk to your child's class teacher to express your concerns, they will signpost you accordingly.

3. Who is responsible for the progress and success of my child in school?
 - A close partnership must exist between yourself and the class teacher.
4. How is the curriculum matched to my child's needs?
 - Tailoring opportunities according to your child's needs.
5. How do school staff support me/my child?
 - Close tracking, monitoring and tailoring of opportunities based on your child's needs accordingly.
6. How will I, and my child, know how well they are doing?
 - By meeting your child's class teacher regularly, through your child's termly progress reports and attending parent's evenings.
7. How can you help me to support my child's learning?
 - Make an appointment to see your child's class teacher to discuss how you can help support your child.
8. What support is there for my child's overall wellbeing?
 - All staff members are TISUK informed and there will be two TISUK Practitioners by the end of Summer term 2019. When required, children are offered support in the form of; counselling, Pet therapy, and Talk Time amongst others.
9. How do I know that my child is safe in school?
 - Termly Heads of School meetings exploring safeguarding measures, weekly in-house staff meetings to discuss safeguarding. Whole staff ongoing training. Annual questionnaires for Pupils and for Parents/carers which demonstrate that children feel safe in school.
10. How is my child included in activities outside the classroom including school trips?
 - All children are involved in all activities where appropriate and suitable support put in place accordingly. All environments are made accessible and risk assessments are carried out accordingly.
12. How accessible is the school environment?
 - The building is on one level allowing full accessibility. A low incline ramp allows access to the school field. There is a disabled toilet available at the school hall and arrangements would be made to meet a need, if required. The split site creates some issues due to the nature of the school hall being accessed by steps at the rear.
12. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

- Regular and thorough transition activities are provided for all children throughout the summer term and beyond.
13. How are the school's resources allocated and matched to pupils' special educational needs?
- Through regular monitoring, children's needs are assessed, and provision adapted, according to their individual needs. This may be through individual or group intervention or by providing resources such as coloured paper in exercise books, for example.
14. How is the decision made about what type and how much support each pupil receives?
- This is dependent on your child's need, funding provided and what is appropriate and right at the current time for your child in close consultation with all involved with your child (outside agencies, family partnerships, teachers and all school staff).
15. Who can I contact for further information?
- There is a great deal of advice on the Family Information Service website regarding additional needs
<http://cornwall.childrensservicedirectory.org.uk>
Alternatively, please speak to your child's class teacher for signposting to additional services.