

**Truro and Penwith
Academy Trust**

**Special Educational Needs (SEN) Policy & Information
Cardinham School 2021 2022**



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1. Introduction

Our SEN policy and information report aims to:

- Set out how Cardinham School will support and make provision for pupils with SEN
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs Coordinators (SENDCo's) and the SEN information report

Cardinham School is a Primary School with and is a member of Truro and Penwith Multi Academy Trust (TPAT)

Cardinham School is a small school with 4 classes at the heart of its moorland community in North Cornwall.

Cardinham School has a history of working with pupils with a wide range of needs and has consistently achieved 'good' in our most recent Ofsted inspection. Our ability and skill to engage successfully with the most vulnerable and challenging pupils in our community reflects our willingness and commitment to ensure no one is left behind, we believe this approach enables pupils to achieve their full potential. The methodology and pedagogy that make up our approach is based on action research and underlined by our values, which put our children first in everything that we do.

Our school currently provides additional and/or different provision for a range of needs, including Communication and Language, Cognition and Learning, Social, emotional and mental health and Sensory or Physical.

In Reception class, pupils follow EYFS framework and in Key Stages 1 and 2 pupils follow the national curriculum.

We aim to;

- Provide a balanced and broad curriculum that promotes the spiritual, moral, cultural, emotional, academic and physical development of pupils. We endeavour to promote a healthy lifestyle and prepare them for the opportunities, responsibilities and experiences of adult life.
- Give access to the National Curriculum and, for those pupils with specific learning difficulties effective and personalised programmes.
- Enable pupils to improve their behaviour to a socially accepted level and offer effective and appropriate support for their emotional development.
- Respect all pupils and encourage them to become active participants in their own learning, develop confidence, independence, self-esteem and express their needs and desires.
- Seek effective links with pupils' families, schools and other professional agencies.
- Seek effective outcomes with transition from home and partner nurseries and also to secondary school as well as to and from other primary schools
- Develop a community of learners working to realise their potential and we are committed to raising aspirations for all.
- Develop communication and self-help skills

Our teachers and teaching assistants are all experienced in delivering learning for pupils with special educational needs. Staff are committed to identifying and providing for the needs of all pupils, in an inclusive environment where pupil abilities are supported and valued. Staff seek to overcome barriers to learning and are committed to ensuring that special educational needs are catered for so pupils can achieve positive outcomes.

Cardinham School functions along traditional school lines with regard to expectation of behaviour, attendance, uniform and the delivery of the core and the wider curriculum.

2. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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

3. Roles and responsibilities

3.1 SENDCOs

Our SENDCO is:

Mr Toby Wilson

twilson@cardinham.cornwall.sch.uk

Our SENDCo will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support.
- With the Head teacher, monitor the progress of all children with SEND and reviewing the impact of EHCP and APDR targets
- Advise governors on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, including the LA and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the LGB and TPAT to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEN up to date
- Lead and manage Annual Reviews and where applicable Looked After Child (LAC) reviews and Personal Education Plans (PEPs)
- Liaise with the Local Authority and parents about EHCP targets and outcomes
- Co-produce the annual SEN information report, including reporting on EHCP targets
- Link with the schools allocated SEND caseworker
- The SENDCo will ensure a programme of Continuing Professional Development (CPD) program that will benefit parents, Governors and staff throughout the school. This offer will include training on Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and Physical difficulties and will include, Attention deficit hyperactivity disorder (ADHD), Self-Harm, Mental Health issues, Speech and Language Therapy (SaLT), Sensory Processing Difficulties, Learning Difficulties, ASD and Transitions.

All staff are given the opportunity and encouraged to enhance their knowledge and skills as relevant to individual and whole school development needs through on-going staff training & development.

Strong links are maintained with other special schools including WAVE Academy and other mainstream schools including partner Secondary Cape Cornwall and other local primary schools. Shared training & development is encouraged as is work with the local authority.

3.2 SEN Governor

The Local Governing body is responsible for monitoring the provision of education for the pupils at the academy.

The SEN Governor will:

- Help to raise awareness of SEN issues at LGB meetings
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the LGB on this
- Work with the Head teacher and SENDCo to determine the development of the SEN policy and provision in the academy
- Our LGB member recruitment will aim to have at least one member of the group with practical SEND experience in some way, either professionally or personally

3.3 Head teacher

The Head Teacher will:

- Work with the SENDCo and SEN Governor to determine the development of the SEN policy and provision in the academy
- With the SENDCo, Monitor the progress of all children with SEND and reviewing the impact of EHCP and APDR targets
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Will work with TPAT through various mechanisms including SHIP and PEL who will offer external challenge and support for SEND provision within the school
-

3.4 Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Where appropriate, plan personalised curricula that take into account relevant EHCP targets and pupils individual interests
- Be responsible for creating APDR plans and attending reviews with SENDCo, parents and other staff where appropriate
- Support and report for the Annual Review process for children with EHCP and termly review of all children on the register of need

4. The levels of support and provision offered by Cardinham School

The offer will include some or all of the offers in Appendix 1.

5. How we identify SEN

Teachers, parents and the pupils themselves highlight any difficulties with pupils' learning and these are discussed with the SENDCo. Information is also received from a previous school or setting.

Learners can fall behind in school for lots of reasons: prolonged absence from school; attendance at lots of different schools and a lack of a consistent opportunity to learn; lack of fluency in English; worries that distract them from learning. At Cardinham School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will work with them to try and rectify this situation.

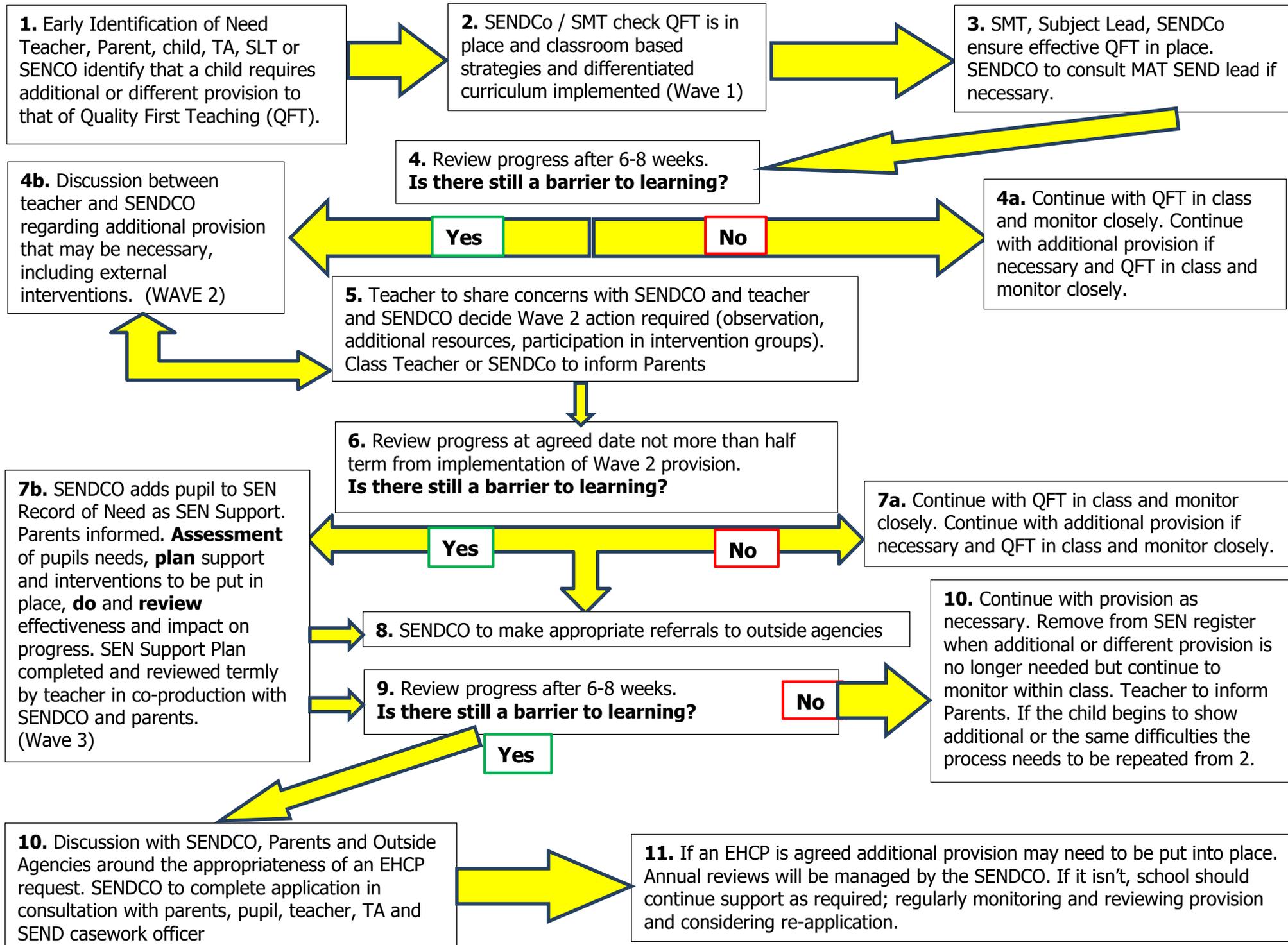
The revised SEN Code of Practice (2014) uses the following definitions:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: and/or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

At Cardinham, we ensure that the assessment of educational needs, directly involves the learner, their parents/carer and their teacher. The SENDCo will also support with the identification of barriers to learning. For some learners we may want to seek advice from specialist teams.

SEND Identification Flow Chart 2021-22



6. Monitoring pupil progress

The SEN information report will be monitored and evaluated annually against indicators from the School Development Plan (SDP)/ Self Evaluation Form (SEF).

Key Performance indicators from School Development Plan/ Self Evaluation Form will include:

- Achievements and Standards for all pupils
- There is no significant variation between the attainment of different groups (gender, SEN etc)
- Quality of Teaching
- Teachers cater for all groups of learners including those with SEND, so that all pupils make excellent progress
- Teaching Assistants' skills and expertise are used effectively
- Curriculum Provision
- All learners make good progress and develop well, including those with learning difficulties and disabilities
- Exemplary intervention strategies are employed to support individuals and groups of learners
- That EHCP targets are planned, interventions where needed addressed and outcomes achieved

Monitoring progress is an integral part of teaching and leadership within the school. There is regular assessment within lessons and progress and attainment data is gathered half-termly. This is analysed by both classroom staff, Senior Management Team and SENDCo. The SENDCo also reviews the progress of all pupils with SEND to ensure they are making the expected or better progress. Where this is not the case, the SENDCo will liaise with the teacher, pupil and parents and discuss what the issues are and what action could be taken. This support will follow the 'assess, plan, do, review' model and the impact of the intervention measured. This cycle is summarised below

7. Working with other agencies

The Trust continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. See Appendix 2.

Appendix 1

Listening to and responding to children and young people

<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The views and opinions of all pupils are valued.</p> <p>Pupil voice is represented in all aspects of the school.</p> <p>Pupil voice is heard through:</p> <ul style="list-style-type: none"> • open and warm culture • all children have their own, child selected adult mentor • questionnaires • school council. 	<p>Additional provision is developed in light of pupil voice.</p> <p>Regular contact with Educational Psychologist Service, Speech and Language Therapy (SLT), Communication and Interaction Team (C & I T) and Occupational Therapy (OT) to review needs of pupils and review Education, Health and Care Plan (EHCP) needs.</p>	<p>Individual support is responsive to the views of the pupil.</p> <p>Pupil's views are an integral part of Special Educational Needs and Disabilities (SEND) reviews, Child In Care (CiC) plans and meetings and Personal Education Plan (PEP) meetings</p> <p>Pupils are supported in person centred planning and target and outcome setting.</p> <p>Advocacy is available to ensure the above.</p> <p>All documentation is presented in a format that is accessible to the pupil and parent – simple, straightforward written in plain English Individualised Education Plans (IEPs) and Individual Health Care Plans (IHCP) which are shared with child and parents</p> <p>Settings work closely with external professional and partner settings to organise appropriate support for pupils as necessary.</p>

Partnership with parents and carers

<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The academy works in partnership with all parents and carers. • The parents/carers of all pupils attend parent/carer meetings. • Pupil tracking reports are sent home once each term. • Teacher2parent text service dialogue updates between families/parents and the academy. • Parent/carers know exactly who to contact if they have any concerns. • The website, enables parent/carers to understand more about what their young person is learning. • Settings offer Academic Progress meetings inviting parent/carers 	<ul style="list-style-type: none"> • Families are invited to attend information sessions e.g. careers post 16 transition sessions, emotional support in the home, parenting support, dyslexia support skills, coffee mornings to share and enjoy learning achievements, academic review days, parent support group sessions. • Parents are able to contact the academy regarding concerns at any time. • Family Support Managers & Workers are available to work with family/carers to help support pupils around education and positive life choices. • Dyslexia Champions/Autism Champions/trained SEN staff work with pupils and family/carers helping develop understanding and strategies regarding dyslexia, communication and interaction difficulties, sensory processing needs and social/emotional and academic learning. 	<ul style="list-style-type: none"> • Parents/carers are supported to attend and be actively involved in all TAC and TAF meetings and Annual Reviews, including support for transitions. • Parents/carers are an integral part of TAC, TAF, CiC, PEP meetings and SEN reviews. • Advocacy is available to ensure the above. • Parents are encouraged to engage in 1:1 activities in liaison with Key Workers e.g Emotional support in the family home; Dyslexia support. • Parents are supported through the Family Support/Learning Support/SEN Team to engage with strategies regarding dyslexia, communication and interaction difficulties, sensory processing needs and social/emotional and academic learning. • Academy documentation is presented in a format accessible to individual parents.

The curriculum

The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Cardinham School follows the National Curriculum and EYFS Framework for Reception • The Cardinham curriculum covers all of the content in the national curriculum and EYFS Framework and is designed to ensure the inclusion of all pupils. • All pupils, regardless of their ability and/or additional needs have full access to high quality, educational opportunities within the curriculum. Provision is personalised to meet the individual needs of our pupils. • Pupils in KS1 and KS2 are able to boost their independent learning through 1:1 pupil support and targeted support programmes for English and Maths • Assessments (including dyslexia testing, reading/spelling tests) emotional/social skills are used to identify pupils who need specific interventions. • All pupils are supported with strategies to enable them to boost their independent learning skills, through targeted support programmes across the curriculum. 	<ul style="list-style-type: none"> • Intervention packages are bespoke and needs led. • Progress of pupils taking part in intervention pupil support programmes is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group/key skills intervention includes: <ul style="list-style-type: none"> ○ Literacy-reading comprehension, spelling, writing etc ○ Handwriting ○ Numeracy ○ Speech and language development ○ Keyboard skills ○ Fun-fit ○ Social skills ○ Emotional development ○ Stage not age approaches are taken where relevant <p>All pupils with medical needs have the opportunity to access a personalised curriculum. Intervention support is personalised. Pupils' provision is adapted in light of pupil progress to ensure that individual needs are met effectively.</p>	<ul style="list-style-type: none"> • Pupils are supported in following their interests, and curriculum regardless of their SEN and/or disabilities e.g. a pupil with a medical need will be given support in attending horse riding. • Pupils with SEND can access the curriculum with adult support as appropriate. • All pupils are appropriately supported and challenged to develop skills of independent learning. The pace of lessons is varied appropriately to ensure maximum progress for all our learners. • Planning explicitly ensures that resources and strategies are in place to stretch the most able and support pupils with SEND and Medical Needs. • Pupils are explicitly supported to develop metacognitive strategies to develop their thinking and learning, and their memory for learning. • Pupils are supported and challenged to ask as well as answer thoughtful questions to check and/or deepen their understanding. • Specific strategies are used to improve pupil's literacy and numeracy levels. • Progress is monitored and provision is adjusted to ensure that their understanding, knowledge and skills are improving and they are building on previous learning

		<ul style="list-style-type: none">• Pupils' learning, through their personalised provision, is consistently coherently and logically sequenced so that knowledge, understanding and skills can develop incrementally over time. There is progression from the simpler and/or more concrete concepts to the more complex and/or more abstract ones.• Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding• Pupils have opportunities to show they have overcome previous misconceptions in future work.
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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"> • Cardinham school uses a 'dyslexia-friendly' and 'communication and interaction and sensory friendly' approach to teaching and learning, where differentiated teaching input and outcomes are used to ensure the progress of all pupils. • The lessons are carefully planned to include clear stage, regular progress checks and different learning styles (assess, plan, do review) as appropriate. • Different level groupings are identified for subject as appropriate, using a "stage not age" system for reading and maths • Learning objectives are shared, discussed, differentiated according to individual needs and displayed • Differentiated success criteria are shared, discussed, differentiated and displayed according to individual needs. • Pupils' work is regularly marked using positive, constructive feedback to facilitate progression and comments to identify next steps and encourage reflection. • The development of knowledge, understanding and key skills in numeracy and literacy for all pupils is key across the curriculum. 	<ul style="list-style-type: none"> • All staff collaborate effectively to ensure that pupils with SEND, and Medical Needs have access to high quality, educational opportunities. • Class teachers and TAs share information and lesson plans / evaluations to ensure that pupils with SEND have targeted supports and provision. • Staff work with small groups to: Ensure understanding; Facilitate learning; Foster independence; Maintain good Behaviour for Learning. • Independent pupil learning is supported by technology e.g. every child has an allocated and labelled laptop for use in school and in the event of school closure • Provision is personalised to meet the individual needs of pupils with medical needs. • All pupils are supported with strategies to enable them to boost their independent learning 	<ul style="list-style-type: none"> • All pupils are appropriately supported and challenged to develop skills of independent learning. Personalised and highly differentiated work is provided, enabling independent learning. • 1:1 support is in place, where agreed by the LA, for pupils who need more intensive support e.g. those with emotional/behavioural needs, literacy/dyslexia, speech and language difficulties etc. • The pace of lessons is varied appropriately to ensure maximum progress for all our learners. • Planning explicitly ensures that resources and strategies are in place to stretch the most able and support pupils with Special Educational Needs and Disabilities, and Medical Needs. • Pupils are explicitly supported to develop metacognitive strategies to develop their thinking and learning, and their memory for learning. • Pupils are supported and challenged to ask as well as answer thoughtful questions to check and/or deepen their understanding. • Specific strategies are used to improve pupils' literacy and numeracy levels. • Pupils' progress is monitored and provision is personalised and adjusted to ensure that their understanding, knowledge and skills are

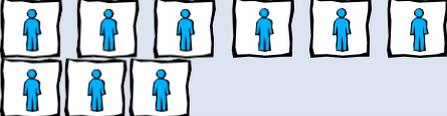
<p>Maths and English is a priority for all staff: key vocabulary and key terms are shared, discussed and displayed.</p> <ul style="list-style-type: none"> • Settings develop shared literacy targets/programmes for cross curricular coverage. • Pupils engage with regular target and goal setting in collaboration with teaching and support staff. • Pupils will have access to professional support and advice according to their needs as appropriate. 	<p>skills, through targeted support programmes across the curriculum.</p> <ul style="list-style-type: none"> • Pupils' needs for access arrangements to enable them to undertake internal and external assessments will be considered, assessed and applied for as appropriate • Examination access arrangements are put in place for internal and external tests and examinations (readers, scribes, extra time etc). • External professionals provide advice on how best to support pupils with their learning and their social/emotional and developmental needs. 	<p>improving and they are able to build on previous learning.</p> <ul style="list-style-type: none"> • Pupils' learning, through their personalised provision, is consistently coherently and logically sequenced so that knowledge, understanding and skills can develop incrementally over time. There is progression from the simpler and/or more concrete concepts to the more complex and/or more abstract ones. • Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding • Pupils have opportunities to show they have overcome previous misconceptions in future work. • All staff praise the process as well as the content, giving pupils a range of feedback • Outreach specialists' advice and recommendations will inform teaching and learning. • Examination access arrangements are in place for internal and external assessments and examinations (readers, scribes etc.) as appropriate.
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Self-help skills and independence

<p>Whole Trust 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 pupils are supported with strategies to enable them to boost their independent learning skills, through targeted support programmes across the curriculum. • Learning packs in classrooms are available/accessible to support pupils, to include access to coloured overlays, spelling support packs, reading rulers. • Pupils have access to PC's, laptops, tablets enabling opportunities for independently led, interactive approaches. • Pupils have access to resources and working walls to encourage independence. • Teachers plan for and encourage independent learning in lessons. • Pupils are supported with strategies to facilitate and enable self-soothing and self-regulation as needed. Pupils are encouraged to self-regulate and have an understanding of how and when to apply their sensory diets. • Pupils' needs for access arrangements to enable them to undertake internal and external assessments will be considered, assessed and applied for as appropriate. 	<ul style="list-style-type: none"> • All staff facilitate independence and have a clear understanding of pupils' individual needs and targets. • Provision is personalised to support the development of the individual self-help and independence needs of our pupils. • Pupils have access to technology to support opportunities for independently led, interactive approaches. • Pupils have access to a wide range of resources to support the development of their self-help and independence needs within their personalised provision, e.g. overlays, timers, laptops • Pupils are explicitly supported to develop their skills of independence in their learning. • Pupils have access to: <ul style="list-style-type: none"> • Visual timetables/cues, • social stories • Individual targets • Prompt sheets/cards, • Structured writing frames. • Working walls • Literacy mats/Phonics support/ individual pupil areas • Task management boards/Now and next boards 	<ul style="list-style-type: none"> • Personalised timetables to support independence. • Pupils are explicitly supported to develop their skills of independence in their learning. • Teaching assistants working 1:1 encourage pupils to be specific about that they need help with, along with asking them what they have done • Use of task management boards, now and next boards, visual guides. • Individual learning areas • Keywords Glossaries • Teachers and support staff use questioning skillfully to encourage thinking skills and independence in learning • Pupils are challenged and supported to ask as well as answer thoughtful questions to check and/or deepen their understanding. • Pupils are explicitly supported to develop metacognitive strategies to strengthen their thinking and learning. • Teaching and Support staff praise the process as well as the content, giving pupils a range of feedback e.g. verbal and written. Feed forward questions are used to support effective learner behaviours/growth mindset values and the learning process. Pupils are supported to become increasingly assessment capable, for

<ul style="list-style-type: none">• All children have a self-selected adult mentor who they can see at any time about any concern		<p>example using mark schemes for self-directed assessment and peer assessment.</p> <ul style="list-style-type: none">• Support is shared to build resilience, so that pupils have coping strategies to engage with more than one trusted member of staff.
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Health, wellbeing and emotional support

<p>Whole Trust 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 PSHE programme supports all pupils to develop knowledge, skills and attributes they need to keep themselves healthy and safe and prepared for life and work. It aims to develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of three core themes: health and well-being, relationships and living in the wider world • Pupils will develop the knowledge, skills and attributes they need to manage life's challenges and to make the most of life's opportunities. It will support them with tackling barriers to learning, raise aspirations and improve their life chances. • PSHE lessons include all pupils • PSHE lessons support pupil's health and emotional wellbeing by addressing and responding to current trends and themes that are relevant to the wellbeing of our pupils. This includes SRE and issues relating to mental health • All pupils have access to a mentor to support their personal, social, emotional development 	<ul style="list-style-type: none"> • All pupils have access to PSHE provision, including: anti-bullying, careers education, drugs, alcohol and tobacco education, economic well-being and financial capability, emotional well-being and mental health, healthy life styles, SRE, safety (including physical and online safety). • Positive action is taken if appropriate to address particular disadvantages affecting the pupils because of a protected characteristic. • The PSHE provision and whole-school approach fosters healthy and respectful peer to peer communication and behaviour between boys and girls, and provides an environment which challenges perceived limits on pupils based on their gender or any other characteristics. • Teachers and Support staff are aligned to issues such as everyday sexism, misogyny, homophobia and gender stereotypes to take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled. Staff are aware of the role they play in modelling positive behaviour. • Staff make clear that sexual violence and sexual harassment are not acceptable, and will never be tolerated 	<ul style="list-style-type: none"> • The PSHE provision is differentiated and personalised to be accessible to all pupils with Special Educational Needs and Disabilities and Medical Needs. • Staff are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their Special Educational Needs and Disabilities and Medical Needs. • Teachers and Support staff tailor the content and teaching of PSHE to meet the needs of pupils at different developmental stages to ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered in reference to the law. • In teaching relationships education and RSE, teachers and support staff ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. • LGBTQ+ content is fully integrated into Programmes of Study and is taught sensitively and age appropriately. • TAF, Early Support, Early Help, CiC and PEP meetings and SEN

<ul style="list-style-type: none"> • There is a named member of staff who coordinates provision for pupils with wellbeing, emotional, physical and mental health needs • Pupils will have access to professional support and advice according to their needs as appropriate, e.g. pupils have access to the school nurse and other supportive professional organisations such as play therapist and Educational Psychologist. Sessions are private and confidential. • Pupil issues are dealt with by trained staff, as they arise. • Risk assessments are in place for all pupils and extra- curricular activities. 	<ul style="list-style-type: none"> • All pupils are taught an understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment, to ensure that pupils treat each other well and go on to be respectful and kind adults. • All staff are available to support pupils' personal, social, emotional and citizenship development. • There are spaces available for vulnerable pupils who need 'time out' and members of staff who monitor this. • Key worker teachers monitor pupils': <ul style="list-style-type: none"> ○ Self esteem ○ Social skills ○ Life skills ○ Anger management ○ Behaviour • Key worker and Family support Team meet and greet • nurturing provision for more vulnerable/anxious pupils • A range of external opportunities can be accessed such as equine therapy/ outdoor learning/social skills. Events are organised to aid resilience and emotional well-being. • Workshops and programmes are offered such as: <ul style="list-style-type: none"> ○ Other third party provision ○ Horse riding ○ Gym clubs • All staff have received TIS CPD and key staff are trained and use social/emotional baseline and assessment to develop supportive activity programmes. 	<p>reviews are supported by a range of outside agencies for example, representatives from health and social care, CAMHS, Educational Psychology service, Education Welfare service and Local Authority Inclusion Team.</p> <ul style="list-style-type: none"> • Emotional development assessments are used to tailor emotional, social skills and learning support. • Additional support for pupils can be requested from: <ul style="list-style-type: none"> ○ Social care ○ CAMHS ○ Family support workers ○ Music therapy; Play Therapy ○ Local colleges. • Trauma Informed Practitioners in each setting may offer individualised activities using social/emotional baseline and assessment to develop supportive activity programmes. • All staff are available to support pupils' personal, social, emotional and citizenship development.
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Social interaction opportunities

<p>Whole Trust 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 pupils have opportunities to develop their communication and interaction skills regardless of need. • All pupils and their families have access to a key adult to support the development of their communication and interaction skills. • All pupils are invited on trips and visits. • During breaks pupils are encouraged to socialise with their peers and staff and a range of activities are on offer such as sports/card games to enhance positive interactions • Pupils have regular opportunities to activities with a social skills focus such as outdoor education. • All pupils with medical needs have access to enrichment opportunities for example: social time within the school, forest school, nurture groups, art, cookery and educational visits. • Staff play an active role in facilitating and enabling effective communication and interaction between pupils as well as modelling positive and appropriate communication and interaction with others. 	<ul style="list-style-type: none"> • All pupils are actively encouraged to try the enrichment options available, and given a range of accessible opportunities to help them to develop their communication and interaction skills by Teaching and Support staff. • Transport is available to transport pupils to off-site activities. • Trained SEN staff are available to offer regular targeted support to help the pupils develop their communication and interaction skills such as Dyslexia Champions/Autism Champions. Trained SEN staff offer support to pupils and families at parent events e.g. coffee mornings, parent evenings/ review meetings. • We offer a range of social skills programs for targeted groups and provide opportunities to develop social skills beyond the classroom and the academy such as trips to local to develop personal skills. • We have access to our woodland where a range of outdoor learning activities allow pupils to 	<ul style="list-style-type: none"> • Provision is personalised and support is tailored to meet pupils' individual communication and interaction needs. • Pupils are grouped appropriately to enable and facilitate social communication and interaction. Pupils are encouraged to collaborate with one another to develop their social skills and self- confidence. • All pupils are taught to treat each other well and show respect and empathy for others when communicating and interacting during lessons, activities and social times. • Effective communication skills are explicitly taught across the curriculum for example, active listening, adapting communication style, register, tone and volume to audience, being able to give and receive constructive feedback through group and team work. • Pupils are individually supported by TAs to enable them to attend activities. • TAs use social games, activities, stories with individual pupils e.g. Pupil Action Plans.

<ul style="list-style-type: none"> • Pupils will have access to professional support and advice according to their needs as appropriate. 	<p>socialise and co-operate with each other.</p> <ul style="list-style-type: none"> • We have access to outside space where horticulture and animal husbandry is taught 	<p>A range of outdoor learning activities allows pupils to socialise and co-operate with each other developing resilience and self-esteem.</p> <ul style="list-style-type: none"> • A range of enrichments activities are offered such as art/music where pupils can • socialise with peers and explore talents.
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The physical environment (accessibility, safety and positive learning environment)

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<ul style="list-style-type: none"> • All areas of the school are accessible to everyone, including those with SEND and Medical Needs. • Most facilities have wheelchair access. • All facilities and activities are thoroughly risk- assessed in line with Health and Safety legislation and appropriate safety measures put in place. • Pupils feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named child 'Designated Safeguarding Lead' and Deputy, a named 'Child in Care' lead and a named SPOC • All areas of the school are uplifting, positive and support learning. • All staff focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school e.g. – Good to be green • The main focus is on 'quality first teaching' to create an environment which ensures that all pupils are involved and engaged in their learning, through regular use of encouragement and authentic praise to motivate pupils 	<ul style="list-style-type: none"> • An area for vulnerable pupils offers a quiet and supervised area for those who are unable to cope in unstructured times, which ensures the opportunity to learn, eat and store items in a secure place. • Pupils' use of sharp objects is closely supervised by staff and sharp items are securely stored when not in use. • Non-slip, non-breakable equipment available in practical lessons. • Adapted PE equipment available. • Some toilets adaptable by height. Accessible toilets available which are suitable for wheelchair users and other vulnerable groups. • Adjustable chairs/tables available. • Access to sensory diets and a range of supportive techniques to help manage sensory needs. • Access to SaLT groups • Access to Social Skills Groups, and Play therapy 	<ul style="list-style-type: none"> • Classrooms/halls/corridors are made accessible for young people with sensory needs, SEND and Medical Needs. • Access to specialist equipment, support and resources for pupils who need it, will be provided to ensure that all are included in the learning and have the appropriate level of support including those with SEND and Medical Needs. • Appropriate support and resources are provided to ensure that all pupils with an EHC Plan can fully access the curriculum. • Family Support Team/Learning Support Team are available to support pupils with SEND and Medical Needs, including emotional/social issues.

Transition from year to year and setting to setting

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<ul style="list-style-type: none"> • There are strong links with local and referring schools, pastoral leads identify pupils who may need extra support at transition. The Family Support/Learning Support Team work closely with pupils, families, mainstream schools, alternative provision and carers to ensure a smooth and successful transition. • Enhanced transition support programmes are put in place for pupils entering and moving on from the setting. • Taster/introduction sessions are organised with link schools and other provision as appropriate, to enable positive reintegration. • 	<ul style="list-style-type: none"> • Enhanced transition support is available for pupils with SEND and Medical Needs through Family Support Team/Learning Support Team. Pupils will have a personalised transition plan put in place supported by staff e.g. TA, class teacher, Family Support Worker, Learning Support Mentor. • Pupils identified as needing an enhanced transition will have many additional visits and increased supported contact with link schools. • Transition Information packs are in place including emotional development assessments, action plans, baseline assessments and assessment data reports. • After reintegration and transition, schools and pupils are offered an emotional development re-assessment, providing action plans and strategies. • 	<ul style="list-style-type: none"> • SENDCos attend annual, transfer and transition planning reviews. • Each pupil has a keyworker who supports them with transitions. • Each pupil has a planned, structured and gradual transition package from setting to setting. Induction visits and meetings ensure they can become familiar with new routines, key members of staff, running of the school day, new environments, behavioural expectations etc. • Additional visits to feeder schools and new destinations are put in place to support gradual transitions when appropriate. • Pupils with SEND and Medical Needs may have an enhanced transition such as extra visits to secondary schools

Appendix 2

Service/organisation	What they do in brief	Contact details
Autism Spectrum Team	ASC assessment/diagnosis	Cornwall Tel: 01872 323210
Action for Children	Helps to support families in a number of ways ranging from advice and guidance to intensive family support	01872 321486
Careers South West	Gives independent and impartial information, advice, guidance and practical help in preparing for adult and working life	0800 97 55 111 Mail: contact@cswgroup.co.uk
Child and Adolescent Mental Health Services (CAMHS)	Support pupils with mental health issues.	01872 322277 Email: cpn-tr.earlyhelphub@nhs.net
Cognition & Learning Service Cornwall	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with: Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties	01726 61004
Cornwall SENDIASS	SEND Information, support and advice service	01736 751921
Virtual School for Children in Care Cornwall	Education Support for Children in Care	01872 323565
Together for families	Cornwall's integrated children's services – service for Health, Social Care and Education	0300 1234 101

Early Help	Supporting young people and their families	Tel: 01872 322277
Educational Psychology Service	Support pupils who are having difficulty with their learning.	Tel: 01579 341132 Email:tradedepservices@cornwall.gov.uk
Hearing Support	Support pupils with hearing difficulties.	Tel 01726 61004 Email: sensorysupportservice@cornwall.gov.uk
Looked After Children Team	A team of care workers may be more able to meet the child or young person's needs.	Tel: 0300 1234 101
Physical Disabilities Service	Support pupils with physical disabilities. Babcock Sensory Team	08000 90 20 90
School Nurse Service	Provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy.	www.devon.gov.uk/educationandfamilies/health/public-health-nursing-school-nursing
Statutory SEN Team Cornwall	Carry out assessments for EHC plans and monitor their implementation.	Tel: 01872 324242 StatutorySEN@cornwall.gov.uk

<p>Gweres Tus Yowynk (incorporating the Youth Offending Service)</p>	<p>Gweres Tus Yowynk is a specialist, multi- agency team, whose aim is to prevent anti- social behaviour, offending behaviour and re-offending by children and young people aged 10-17 who are, or are at risk of, committing such behaviour</p>	<p>Tel: 01872 326782 E-mail: yos@cornwall.gov.uk</p>
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