St Breock Primary School
SEND Information Report and Local Offer
(2026 - 2027)

St Breock Primary School is a happy and creative school for boys and girls aged 4-11 set in Wadebridge, North Cornwall. We aim to provide a safe, friendly and supportive environment, in which all pupils can fully flourish and achieve their potential, whether or not they have additional needs. We are very proud of our school. We aim, always, to work closely with parents, pupils and other professional services to ensure barriers to learning are removed and full access to the curriculum for all pupils.

On identifying an additional need, we adopt an ongoing graduated approach to Assess, Plan, Do and Review the impact of any interventions pupils receive. We will provide a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, interventions developed to address an individual need, as well as support from external agencies where appropriate. At every stage, we aim to work in close collaboration with families and rely upon invaluable input from each child's primary educator – their parents/carers.

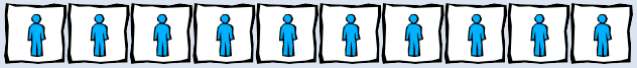
We are a fully inclusive school. Every child at St Breock Primary School has the opportunity to follow a broad and balanced curriculum, including all the subjects in the National Curriculum and / or all areas of learning in the Early Years Foundation Stage. The planning and delivery of our curriculum is differentiated by our teachers and teaching assistants to ensure access for all. At St Breock Primary School we are fully committed to narrowing the gap between SEND and non-SEND pupils.

Link to Aspire Special Educational Needs Policy	**Link to Aspire Equality and Diversity Policy**	**Link to Accessibility Plan and Policy**

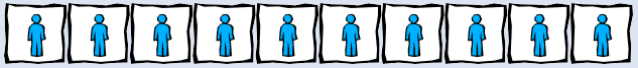
Name of the Special Educational Needs/Disabilities Coordinator: Mrs. Lenka Kempna (Gemma Banks on maternity leave)
Contact details: St Breock Primary School, Tremarren Road, Wadebridge, Cornwall PL27 7XL **Tel:** 01208 815900
Email: lenka.kempna@stbreock.org.uk (gemma.banks@stbreock.org.uk)

The levels of support and provision offered by our school.

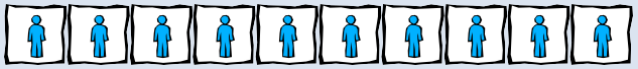
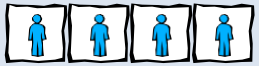
1. Pupil Voice – Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision	Specialist, individualised support and provision
The views and opinions of all pupils are valued. Pupils' voice is heard through: School council representatives drawn from Years FS2 to Year 6. Pupil questionnaires Suggestions box Y6 pupils allocated roles of responsibility, such as House Captains, Beacon Buddies etc. Pupil conferencing "I wish my teacher knew…" Personal Development (Jigsaw) lessons in every class, on a weekly basis. Children's achievements both in and out of school are celebrated and shared through assemblies, displays and social media. Safeguarding and SEND concerns are discussed sensitively and appropriately, following the correct guidelines. Behaviour informed approaches	Pupils receiving SEN Support attend (where appropriate) and are encouraged to contribute towards Planning and Review meetings as part of the Assess, Plan, Do and Review (APDR) cycle. Pupils with SEND contribute their views and ideas to reviews (e.g. IPM reviews). Pupils with SEND are included in all pupil conferencing.	At the point of an annual review, pupils with an EHCP, as well as those applying for a statutory needs assessment, will complete an 'All About Me' document. Pupils' views are regularly sought as part of the APDR cycle. Children are encouraged to be involved in reviewing their progress towards targets. Behaviour informed approaches to wellbeing help develop effective communication skills and emotional literacy. Support staff are always available to advise and help children. FM Systems for those with a Hearing Impairment, visual timetables and other visual materials as required will be used to gain individual's opinion, ideas and views.

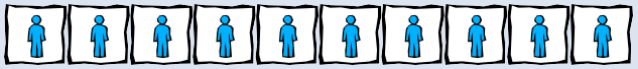
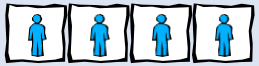
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision
St Breock School is committed to working in close partnership with all parents and carers. Please see our Parent Engagement Policy. We encourage parents/carers to make contact for a telephone or face to face meeting to discuss any concerns with their child's teacher at the earliest opportunity. The school website and social media platforms are updated regularly and keep parent/carers informed about school activities. The school sends text messages and weekly newsletters to ensure parents/carers remain informed. Parent/carer consultations are held in the Autumn and Spring Terms and Annual reports are sent out in the Summer Term which provide up to date information about children's learning and targets for next steps. Regular School Forum meetings and Learning Fairs are held to keep parents informed. Termly Curriculum advice leaflets outline the knowledge and skills to be taught in each class, each term. We have an 'Open Door' policy at 8:35am every morning which allows parents quick access to their child's class teacher.	Parents/carers have access to our Parent Support Advisor/Wellbeing Practitioner (Miss Anna Brito) if circumstances mean this would be beneficial. Parents/carers are encouraged to contact the school at any time with concerns about their child. Parents/carers of those receiving SEN Support attend and contribute towards the planning and reviewing of IPMs as part of the APDR Cycle. Home/school communication books are in place where appropriate. Parents/Carers know who the SENDCo is and how to contact her. Families are invited to attend information sessions aimed at helping them to support their child's learning at home (Learning fairs/School Forum). We invite parents/carers to informal information sessions from outside agencies.	Parents/carers are actively involved in attending all meetings and are supported, where appropriate, to be able to do so. Parent/carer's views are an integral part of TAC meetings and SEND reviews. All documentation can be presented in a format that is accessible to individual parents' needs. There is an ongoing system of referral to outside agencies such as the Early Help Hub, Autism Team, Speech and Language Therapy and Educational Psychology. The SENDCo liaises with other agencies, ensuring parents are involved in this process and have any additional support and information they need. Independent information, advice and support is available to parents through Cornwall SENDIASS service.

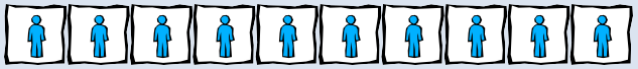
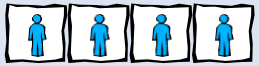
3. The curriculum

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision
Our pupils follow a broad and balanced curriculum that is sequenced to ensure children's experiences build on prior learning. All pupils, regardless of their ability and/or additional needs, have full access to the curriculum, educational visits, extra-curricular activities and afterschool clubs. Residential experiences happen every year across KS2. Pupil progress is monitored termly, and assessments are used to identify pupils who need specific intervention. All children have access to resources to support their learning. Assessments (including dyslexia screening) are used to identify pupils who may require additional interventions. Celebration Assemblies, Personal Best, Green cards, School Value recognition are all examples of how we reward achievement and effort.	The progress of pupils taking part in intervention groups is assessed and reviewed on a regular basis. Intervention packages are needs led. They are reviewed and adapted in light of pupil progress. Small group intervention work can include: Read, Write, Inc (Phonics) Handwriting Reading and comprehension Spelling Speech and Language Phonological Awareness Pre-teaching Memory skills Numeracy Gross/fine motor skills and coordination e.g. Fun fit Social skills Intervention support may be delivered in a small group or 1:1, by a teacher or a teaching assistant.	Pupils individual learning needs are responded to, to ensure that the curriculum is accessible for all with the appropriate support in place. Some pupils may require resources created to enable the child to become a more independent learner or access to a bespoke timetable to support their individual needs. In exceptional circumstances pupils can be disapplied from some subjects or assessments. Pupils are supported in following their interests. Advice received from external agencies will be integrated into class planning. Some children with specific needs may have interventions based on a behaviour informed approaches to supporting wellbeing, such as Draw and Talk therapy or time in with an emotionally available adult.

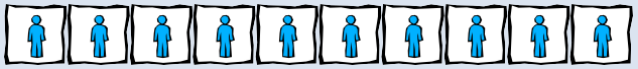
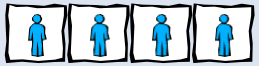
4. Teaching and learning

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision
Our Toolkit of Learning, Love and Laughter seeks to inspire a thirst for lifelong learning from everyone in our school community. Whole school monitoring ensures quality first teaching in all classes. Lesson planning with differentiated or scaffolded learning for every pupil ensures inclusive access and progress for all. We want children to keep up not catch up. The lessons are carefully planned to include clear stages, regular progress checks and different learning opportunities. The whole school uses a 'dyslexia-friendly' approach to teaching and learning. Groupings are identified in literacy and mathematics and scaffolding is implemented to provide equity. Learning objectives and key vocabulary are displayed and shared with all pupils. All Pupils are provided with feedback on their work.	Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision. Class based staff work with small groups to: - scaffold learning - ensure understanding - facilitate learning - foster independence - keep pupils on task Independent pupil learning is supported using technology. Special examination arrangements are put in place for internal and external tests and examinations where appropriate. Alternative ways of sharing and recording are identified and used.	Personalised and highly differentiated work is provided enabling independent learning. Staff access training and support to help them work effectively to support and challenge children. 1:1 support is provided for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, hearing impairment, speech and language difficulties, autism, literacy difficulties/dyslexia etc. Where appropriate, advice and support from Aspire colleagues and external agencies on teaching and learning will be sought. This may include: - Aspire Inclusion Team - Educational Psychology - Occupational Therapists - Cognition and Learning Team - Early Years Inclusion Team - Speech and Language Therapists

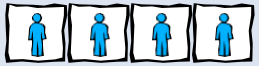
5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision
Pupils are encouraged, year by year, to develop their self-help skills and independence. 4 B's (brain, book, buddy, boss) approach is used to promote learning resilience. Staff actively promote skills – such as resilience, perseverance and taking risks – which will make pupils more effective learners. Resources are available in all classrooms which promote independence. Technology is available to aid independence. Pupils have access to visual timetables, Now and Next boards, communication books, visual reminders, task management boards.	Where teaching assistants are in the classroom, they facilitate independence and self-esteem. Chromebooks and iPads are available to support pupils who need alternative methods of recording. Pupils have personalised equipment to help them to learn, such as talking tins, overlays, reading rulers, timers, task management boards.	Adults working 1:1 with pupils encourage them to be as independent as possible when working. Staff 'scaffold' learning by giving pupils just enough help to achieve something they could not do independently. Teachers and TAs use resources, questioning, concrete and visual resources and verbal prompts to develop independent working skills. Personalised and highly differentiated work is provided enabling independent learning. Additional support is shared to build resilience in young people, so that they have self-coping strategies when and if the teaching assistant is absent. Personalised 'now and next' boards and timetables are in place to support independence. Advice is sought from Aspire colleagues and external agencies to support self-help and independence.

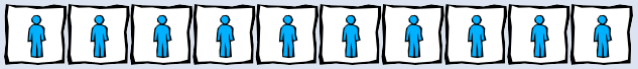
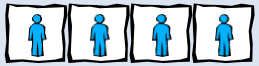
6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision
There is a named person who coordinates the school's wellbeing curriculum (Mrs Pam Dennis). Personal Development lessons (Jigsaw) include all pupils. A whole school Trauma Informed Schools (TIS) culture embraces approaches and tools, enabling staff to respond to all social, emotional and wellbeing. There is a named staff member who is a trained as our Wellbeing Practitioner/Parent Support Advisor (Miss Anna Brito) ALL staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. All children are assessed and tracked for emotional and social development. Motional assessments are completed termly by the class teacher to inform social, emotional and mental health needs. Themed assemblies are used to promote awareness of important issues. Pupil issues are dealt with as they arise.	Time limited and monitored groups address: - self-esteem - social skills - anger management - developing emotional awareness - friendship dynamics Risk assessments are carried out to actively support pupils in ensuring their health, well-being and emotional needs are met. Targeted objectives are created for individual pupils in a working partnership with parents and carers. Key staff check in with pupils regularly throughout the day or the week depending upon needs. The School Nurse Service is available through parental/carer referral. Children identified through our Motional Screening assessments as having a specific need access interventions in class and by our Parental Support Advisor/Wellbeing Practitioner (Miss Anna Brito). Playtimes and lunchtimes are adapted and alternative activities are arranged for children not coping with the general arrangements e.g. quiet activities in class, alternative timings.	TACs, Early Support meetings and reviews are supported by a range of agencies specific to a pupil's needs. Individual Motional assessments are carried out for identified pupils and personal programmes of support are developed from the results of these. Additional support for pupils can be requested from: - Aspire's Inclusion Team - CAMHS - Social Care - Dreadnought - Penhaligon's Friends - Educational Psychologists. and others as appropriate. Pupils with specific medical conditions have individual health care plans and personalised timetables. Some children with specific needs may have interventions based on a Trauma Informed Schools (TiS) approach to supporting behaviour and social, emotional and mental health needs, such as Draw and Talk therapy. Individual pupils may have Positive Behaviour Support Plans created.

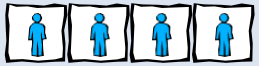
7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision
All children have opportunities for social interaction, regardless of need. Whole school events involving children and their families such as fundraising events, Christmas activities, F4 events, Sports Day and opportunities for families to attend activities in the classrooms are held throughout the school year. All pupils have access to a range of after school clubs and are involved on trips and visits subject to necessary risk assessment.	Additional support is arranged by staff in liaison with parents to allow access to social interaction opportunities beyond the school site and/or the school day. Targeted learning groups focus on social skills and behaviour for learning. Playground leaders (KS2) support younger pupils at playtimes.	Additional support and reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction. Individual arrangements will be made to ensure pupils have access to a modified timetable during residential visits. Where appropriate pupils have access to social interaction groups which focus on a range of social skills to enable a pupil to fully interact with another child or adult.

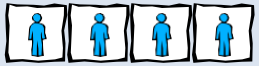
8. The physical environment (accessibility, safety and positive learning environment)

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision
All areas of the school are accessible to everyone including those pupils with SEND. All facilities have wheelchair accessible classes. Pupils feel safe in an environment where bullying is acknowledged and dealt with effectively. There is a named child protection officer, 'Designated Safeguarding Lead' (Mrs Sian Hall) and 'Deputy Designated Safeguarding Leads' (Mrs Gemma Banks and Miss Anna Brito) There is a named 'Child in Care' teacher (Mrs Sian Hall). All areas of the school are uplifting, positive and support learning. Teachers focus on rewarding good behaviour to promote a positive learning environment. The rewards and sanctions systems are robust and rewards are celebrated in displays around the school. Children strive to follow our 'Toolkit for Learning, Love and Laughter'.	Non-slip, non-breakable equipment available in practical lessons e.g. cooking. Adapted toilets available. Some toilets are adapted by height. Adjustable chairs/ tables can be made available. There are named adults who have had 'Team Teach' training (Mrs Katie Moden, Mrs Amanda Olver, Miss Anna Brito, Mrs Gemma Banks, Mrs Jess Coad and Mrs Rachel Auckland). This focuses on proactive approaches to de-escalation. There are named adults who are 'Price' trained.This focuses on proactive approaches to de-escalation.	Specialist equipment in practical lessons enable disabled pupils to be independent. Classrooms/halls/corridors are made accessible for young people with sensory needs. Equipment to support some pupils to access mainstream classrooms include noise cancelling headphones, fiddle toys and Chewelry. Support from external agencies e.g. Occupational Therapy .can be accessed to ensure any adaptions are risk assessed. All staff (including those at lunchtimes) are aware of children with individual needs and have strategies to support them.

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
EYFS staff visit children at preschool providers. The nursery class have an Open day in the Autumn and Spring term. Our FS2 class have an Open day in the Autumn and Summer term. This provides the children with a chance to explore the setting and meet staff, prior to them transitioning the following September. Year Six children visit the local secondary school regularly and take part in a week of transition activities with children from cluster schools. Class teachers identify children who may need extra support at transition points. Nursery/Secondary staff visit school to support transition. Classes move up in early July, following transition meetings between the sending and receiving teachers. 'Meet the Teacher' meetings are held for parents and carers.	Pupils identified as possible struggling with transition have many additional visits in small groups or on a 1:1 basis. The SENDCo liaises with pre-school and secondary schools to ensure all information is shared before transition. The SENDCo liaises with class teachers and TAs to ensure a smooth transition within the school setting. New children and their parents are welcome to visit the school for a tour prior to joining the school. For children requiring additional support, photo transition books are shared with children moving from FS2 through to Year 6 at the end of the Summer term, with photos of their new classroom, key adults and extra class information.	The SENDCo attends annual EHCP reviews. Secondary colleagues are routinely invited to attend from Year 5. Some pupils have an enhanced, structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. Enhanced transition meetings are used to aid the process. SENDCo will negotiate an individualised package of enhanced transition to secondary school.

10. The SEND qualifications of, and SEND training attended by our staff

Whole school approaches The universal offer to all children and YP.	Additional, targeted support and provision 	Specialist, individualised support and provision
SENDCo (Gemma Banks) achieved the Postgraduate Certificate: The National Award for Special Educational Needs Coordination (November 2023) SENDCo (Gemma Banks) has completed the NASEN Every Leader a Leader of SEND training. SENDCo attends termly Aspire Academy Trust Inclusion Network training days to share latest SEND updates and practices to support pupils' needs. All staff receive training and updates on a regular basis regarding changes and/or updates to special educational need. Good practice is shared and modelled where appropriate. Named Director for Inclusion is Sally Hannaford and Aspire Inclusion Lead is Iona Stoddard. Family Information Service website is available for parents and staff to access guidance and advice. All staff have on going SEMH informed training and these approaches are embedded into their practice.	SENDCo is up to date and aware of different interventions and possible provisions. SENDCo (Gemma Banks) is trained to deliver Dyslexia Screening. Outside agencies/specialists provide training to meet needs and support. Access to Aspire Academy Trust Inclusion Team for additional support and guidance when needed. SENDCo (Gemma Banks) has completed WRAPS (Work, Read and Play the Sensory Way) training to enable OT referrals to be made. Early Years Team have access to additional support from the Early Years Inclusion Team. The Head of School is the Designated Safeguarding Lead and SENDCo is the Deputy Designation Safeguarding Lead. TAs are trained as Read, Write Inc practitioners. Wellbeing Practitioner/ Parent Support Advisor (Miss Anna Brito) to support parents and children.	SENDCo knows how to access specialist and individualised support from agencies. The SENDCo and a number of other members of staff have had 'Team Teach' training (Mrs Katie Moden, Mrs Amanda Olver, Miss Anna Brito, Mrs Gemma Banks, Mrs Jess Coad and Mrs Rachel Auckland). There are named adults who are 'Price' trained. This focuses on proactive approaches to de-escalation. SENDCo and EY SENDCo Assistant (Mrs Jess Coad) have completed training to support communication for children with Complex Needs.

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Educational Psychologists are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them.	Referral via Aspire Academy Trust Aspire Academy Trust 01726 438613
Speech and Language Therapy Team (SaLT)	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	Website:https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy Telephone: 01208 843600 / 01208 256262 Email: Cft.saltrequestforhelp@nhs.net
Cognition and Learning Team	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	Learning and Cognition Advisors Jo Davidson and Toby Wilson Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/cognition-and-learning-needs/ Telephone: 01726 226882 Email: cognitionandlearning@cornwall.gov.uk
Autism Spectrum Disorder Team	The Autism Spectrum Team is a service supporting young people with autism. The Autism Spectrum Team is an expansion of the previous Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.	Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/ Telephone: 01872 246945 E-mail: cpn-tr.asdteam@nhs.net

Hearing Support Team	The Hearing Support Team is one of Cornwall's Local Authority SEN Support Services. The Team provides families, schools and settings with advice on the educational management of hearing loss where this impacts significantly on the child or young person's education	Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/hearing-support/ Address: Hearing Support Team, The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB Telephone: 01872 324140 Email: sensorysupportservice@cornwall.gov.uk
Early Help Hub	The Early Help Hub is the single point of access for council and community-based health Early Help services for children, young people and families in Cornwall. This is the point of contact for advice and requests for support for a child or young person who: • May have additional needs that cannot bet solely by universal services and; • Where there is no perceived risk of significant harm.	Website: https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/ Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
School Nursing Team	School nurses 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.	Website: https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/ Telephone: 01872 324261 Email: hvsnadvice@cornwall.gov.uk
Child and adolescent mental health services (CAMHS)	Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or carers.	Website: https://www.cornwallft.nhs.uk/camhs/
Early Help Family Workers	Early Help Family Workers provide support for families with children aged 9 months - 12 years who are able to give their consent and commit to engage in support.	Website:https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=AjdxTZRNYCE Telephone: 01872 322277 Email: earlyhelphub@cornwall.gov.uk
Education Welfare Service	The Education Welfare Service is aiming to reduce truanting within Cornwall. This is a joint initiative between	Website: https://www.cornwall.gov.uk/schools-and-education/education-welfare-service/

	Cornwall Council and Devon and Cornwall Constabulary. Through this initiative the Police will have the power to take truants back to school. The Education Welfare Service can also offer support and help to pupils, parents (or carers) and schools who may be having problems with attendance.	Telephone: 01872 324298 Email: educationwelfare@cornwall.gov.uk
Penhaligon's Friends	A Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents	Website: https://penhaligonsfriends.org.uk/ Telephone: 01209 210624 / 01209 215889 Email: enquiries@penhaligonsfriends.org.uk
The Physical Disabilities Team	The Physical Disabilities Team provide support to both the child and the school in an educational setting. Through close liaison within the Council's SEN support teams and key NHS therapy teams, they work to ensure all students with physical disabilities and medical needs have maximum access to the school curriculum. They are passionate about inclusivity and in ensuing all students have full opportunity to enjoy and achieve throughout their journey within educational settings.	Steve Deacon Physical and Medical Needs Advisory Lead Website: https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/physical-disability-or-medical-needs/ Telephone: 01872 324140 Email:physicalandmedicalneeds@cornwall.gov.uk
Early Years Inclusion Team	The Early Years Service helps children with additional needs and/or disabilities aged 0-5 to learn, play and develop.	Website: https://www.cornwall.gov.uk/schools-and-education/pre-school-and-early-years/early-years-service/ Telephone: 01872 322906 Email: eyis@cornwall.gov.uk
Vision Support Team	The Vision Support Team support a wide range of visual impairments from severe sight impairment (blind) to sight impairment (partially sighted). A visual impairment... • is diagnosed by an Ophthalmologist • will affect each individual differently • can affect near vision, distance vision or visual fields • can range from severe sight impairment (SSI) to sight impairment (SI). As the implications of vision loss are different for	vision.support@cornwall.gov.uk

	everyone, a wide range of strategies may be needed to enable our young people to have equal access to the educational and broader curriculum.	

11. Pupil progress

Pupil's progress and attainment is an ongoing process of teaching, learning, consolidating and applying. The class teacher and support staff complete this. Children receiving Special Educational Support have Individual Provision Maps (IPMs) which show the support being put in place, enabling the children to achieve their targets. These are shared with parents and pupils. Progress towards their targets are continuously monitored and assessed. Pupils, parents and their teacher review targets and provision and successes are celebrated. If a child continues to require SEN Support, new targets and provision are planned and recorded using an IPM. However, if a child makes expected progress, they will be removed from the SEN Support register and placed 'On Alert', to ensure that their progress is closely monitored for two further consecutive terms. Parents can request a meeting with the class teacher, the SENDCo, or the Head of School. Any concerns with progress are discussed with the Head of School, teacher or SENDCo. All pupils are involved with self-assessments at the end of learning tasks and against learning outcomes in lessons.

12. How we know how good our SEN provision is

At St Breock School we are always monitoring and evaluating the quality of our SEN provision. We monitor our provision through Aspire Academy Hub monitoring visits, SENDCo observations and learning walks and conversations with pupils. We also ask parents for feedback and comments during review meetings and through parental questionnaires. In terms of intervention and specific provision, there is an entrance and exit assessment made to ensure the pupils are making progress from the provision. We make any appropriate adaptations as necessary. St Breock School reviews its SEN provision annually using the Aspire Audit, which identifies strengths and areas for improvement, against the statutory requirements stated in the SEND Code of Practice 2015. From this, an action plan is produced.

13. If you wish to complain

The first point of contact for concerns should be the class teacher. If you feel that there are still concerns or questions unresolved then contact the SENDCo (Mrs. Lenka Kempna/ Mrs. Gemma Banks on maternity leave) or Head of School (Mrs. Sian Hall) to arrange a meeting.

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 does your school know if a pupil needs extra help?

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend St Breock School. Children's progress and behaviour are monitored through termly tracking systems. Children who may be vulnerable are identified on whole school 'On Alert' sheets and are monitored to assess whether they need additional support.

If a child transfers to our school from another Primary school, then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child, then their opinions and reports are sought after to ensure that we get the full picture of that child.

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

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head of School. Following these meetings steps will be taken to address any concerns you may have about your child.

3. Who is responsible for the progress and success of my child in school?

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Whole cohort termly progress meetings with staff ensures progress is tracked and monitored appropriately and discussions about vulnerable groups take place in staff meetings when appropriate. Where necessary, specific and targeted intervention support will be deployed.

4. How is the curriculum matched to my child's needs and how will their needs be supported?

At St Breock School, we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Whole Class (Wave 1) – support and resources available to everyone in that class; Group (Wave 2) – support and resources available or tailored for small groups of children; and 1:1 (Wave 3) – support and resources specifically designed for or accessible by individual children. All lessons are differentiated and scaffolded appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished. Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for physiotherapy sessions or individual speech therapy support.

5. How will I know how my child is doing and how will you help me to support my child's learning?

St Breock School operates an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this, staff may ask to speak with parents at the end of the school day. Parents and pupils are invited to engage in termly SEN review meeting in the Autumn, Spring and Summer term, where Individual Provision Maps are reviewed and new targets set. Parent Consultations are held in the Autumn and Spring terms and annual reports are sent home to parents in the Summer term. Throughout the year there are 'open afternoons' whereby parents are invited into the

classrooms to share the children's learning, progress and support upcoming events e.g. class trips/residentials. All this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child, then meetings can be arranged with class teacher and / or the Head of School at your request.

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

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them; to be healthy by ensuring that they enjoy good physical and mental health, by encouraging them to live a healthy lifestyle, keep safe by protecting them from harm and neglect, to enjoy life; achieve well, by giving them opportunities to make the most out of life, by teaching them the skills they need for adulthood, to make a positive contribution to their school, community and society, by being involved in their community and society and discourage involvement with anti-social or offending behaviour, contribute to their economic well-being and by ensuring that they are not prevented from achieving their full potential through economic disadvantage.

7. How do I know that my child is safe in school?

At St Breock School we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named members of staff who are trained to tier 3 in child protection. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

8. How is my child included in activities outside the classroom including school trips?

Everyone is included in everything at St Breock School. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are supported appropriately. The same applies when it comes to trips and residentials and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

9. How accessible is the school environment?

The school building at St Breock School is accessible to everyone who attends school or who comes to visit us. We have good access to every classroom. We have a disabled toilet and changing facility.

10. What specialist services and expertise are available at or accessed by your school?

A list of specialist services used by the school and are accessible to us are on the Family Information Service website.
https://www.cornwall.gov.uk/health-and-social-care/childrens-services/family-information-service/

11. How will school prepare and support my child through the transition from key stage to key stage and beyond?

Your child will be highly supported by school throughout every transition process. We would meet with everyone involved in supporting a child's needs, talk to the relevant external professionals as well as involving members of staff from the next stage of schooling in these meetings. Where a child is transferring to a secondary school, they would be able to undertake extra transition days to allow them to become more familiar with the environment.

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

Each year the school decides on an allocation of money for special educational needs (SEN). For all children on the school's SEN register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with an Education, Health and Care Plan, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the plan. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Provision Maps (IPMs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

13. What should I do if I feel that the SEND Information Report and Local Offer is not being delivered or is not meeting my child's needs?

If you feel that the SEND Information Report and Local Offer is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to either the SENDCo (Gemma Banks) or the Head of School (Sian Hall). Concerns may then be escalated, if necessary, to the Aspire Inclusion Lead (Iona Stoddard) or to the Board of Directors at Aspire Academy Trust.

14.Who can I contact for further information?

For further information, please contact either the school SENDCo (Gemma Banks) or the Head of School (Sian Hall).