



## St Breock Primary School

### SEND Information Report and Local Offer

Date **2020/21**

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.

#### COVID-19 Update

Due to certain current restrictions, access to school may be different to that stated below. However, parents can always contact the class teacher, SENDCo or Head of School with any queries or concerns.

Link to other documents (if available)  
[SEND Policy](#)




Link to our school's Equality Objectives  
[Equality Policy](#)

Link to our school's Accessibility Plan/Policy  
[Accessibility Plan](#)




<b>Name of the Special Educational Needs/Disabilities Coordinator:</b> Mrs Kate Williams
<b>Contact details:</b> St Breock Primary School, Tremarren Road, Wadebridge, Cornwall PL27 7XL      Tel: 01208 815900

## The levels of support and provision offered by our school

### Covid-19 response




<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"> <li>• Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning.</li> <li>• SEND provision is overviewed and SEF (Self Evaluation Form) is audited.</li> <li>• Comprehensive Trust wide training sessions for all staff and SENDCo.</li> <li>• Trauma Informed Schools – advice and guidance to support staff, children and communities (further information in the Inclusion file and on the CPD link)</li> <li>• Ensure parental/family engagement and support.</li> <li>• Whole class Motional assessments to ascertain emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning.</li> <li>• Review of IEPS for all pupils on SEN support. Ensure any adjustments of targets/provision is in place. Ensure cycles of assess, plan, do, review and target and respond to presenting needs now.</li> <li>• Review intervention programmes.</li> <li>• Multiagency collaboration and referrals – risk assessments in place.</li> <li>• Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Review EHCP provision and ensure outcomes are accurate and any adjustments addressed through formal processes with the Local Authority.</li> <li>• EHCP risk assessments when required.</li> <li>• Educational Psychologist referrals made to support pupils as considered necessary.</li> <li>• Multiagency collaboration and referrals made as considered necessary – risk assessments in place.</li> <li>• Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly.</li> </ul>

## 1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The views and opinions of all pupils are valued.</p> <ul style="list-style-type: none"> <li>• School Council representatives drawn from Years FS2 to Year 6</li> <li>• School Council involved in staff recruitment process</li> <li>• Weekly peer support through Reading Partners</li> <li>• Pupil questionnaires completed regularly</li> <li>• Y6 pupils are allocated roles of responsibility, such as House Captains, Beacon buddies, etc.</li> <li>• PSHE Jigsaw lessons in every class, on a weekly basis.</li> </ul>	<p>Pupils receiving SEN Support attend (where appropriate) and contribute towards Planning and Review Meetings as Part of the Assess, Plan, Do and Review (APDR) Cycle</p> <ul style="list-style-type: none"> <li>• Pupils with SEND are included in all aspects of the universal offer.</li> <li>• Pupils with SEND are included in all pupil conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>• At the point of its annual review, Pupils with an EHCP, as well as those applying for statutory assessment, will complete an 'All About Me' document</li> <li>• Pupils views are sought as part of the APDR cycle.</li> <li>• 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.</li> </ul>




## 2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
---	---	---

		
<ul style="list-style-type: none"> <li>• The school is committed to working in close partnership with all parents and carers</li> <li>• Parent/carers know what to do if they have any concerns</li> <li>• The school website and social media platforms are updated regularly and keep parent/carers informed about school activities</li> <li>• The school sends text messages and newsletters to ensure parents/carers remain informed</li> <li>• Parent Consultations in the Autumn and Spring Terms and Annual Reports in the Summer Term provide up to date information about children's learning and targets for next steps</li> <li>• Termly Curriculum advice leaflets outline the skills and knowledge to be taught in each class, each term</li> <li>• 'Open Door' policy at 8.45am every morning</li> </ul>	<p>Parents can contact school at any time with concerns about their child.</p> <ul style="list-style-type: none"> <li>• Parents/carers of those receiving SEN Support attend and contribute towards Planning and Review Meetings as Part of the APDR Cycle</li> <li>• Home/school books where appropriate</li> <li>• Parents/Carers know who the SENDCo is and how to contact her.</li> <li>• Families are invited to attend information sessions aimed at helping them to support their child's learning at home (School Forum and Learning Fairs)</li> </ul>	<p>Parent/carers are actively involved in planning all meetings and are supported, where appropriate, to be able to do so.</p> <ul style="list-style-type: none"> <li>• Parent/carer's views are an integral part of TAC meetings and SEND reviews</li> <li>• Independent information, advice and support is available to parents through Cornwall SENDiass service</li> <li>• All documentation can be presented in a format that is accessible to individual parents/carers</li> <li>• Parents/carers are encouraged to join in with school trips where appropriate.</li> </ul>




### 3. The curriculum

Whole school approaches. The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
--	--	--

		
<p>The curriculum is designed to address the needs of all pupils regardless of their abilities and/or additional needs</p> <ul style="list-style-type: none"> <li>• We are committed to the inclusion of all pupils, regardless of their ability and/or additional needs,</li> <li>• all pupils have full access to the curriculum.</li> <li>• all pupils are able to increase their independent learning, numeracy and literacy skills through various programmes</li> <li>• Assessments are used very regularly to identify pupils who need specific interventions</li> <li>• Wide variety of extra curricular activities and afterschool clubs are available, changing termly</li> <li>• Residential experiences every year across KS2</li> <li>• Celebration Assemblies, Personal Best, green cards, School Value recognition are all examples of how we reward achievement and effort</li> </ul>	<p>Intervention packages are needs led. They are introduced, reviewed and adapted in light of pupil progress</p> <ul style="list-style-type: none"> <li>• Small group interventions include: <ul style="list-style-type: none"> <li>- Read, Write, Inc (Phonics)</li> <li>- Speech and Language</li> <li>- FunFit</li> <li>- Phonological Awareness</li> <li>- Pre-teach</li> <li>- Over-learn</li> <li>- Handwriting</li> <li>- Memory skills</li> </ul> </li> </ul> <p>Pupils receive immediate intervention and favourable ratios to ensure Quality First Teaching across all classes</p>	<ul style="list-style-type: none"> <li>• Individualised learning programmes as appropriate including: <ul style="list-style-type: none"> <li>- The Power of 2</li> <li>- Sensory breaks</li> <li>- Physiotherapy</li> <li>- Speech and Language</li> </ul> </li> <li>• Pupils with SEND will access the curriculum with planned adult support as required</li> <li>• Advice received from external agencies will be integrated into class planning</li> </ul>




#### 4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
---	---	---




		
<p>Our school motto of Learning, Love and Laughter seeks to inspire a thirst for lifelong learning from everyone in our school community</p> <ul style="list-style-type: none"> <li>• Whole school monitoring ensures quality first teaching in all classes.</li> <li>• All pupils have personal targets which are discussed and updated regularly.</li> <li>• Lesson planning with differentiated outcomes for every pupil ensures inclusive access and progress for all</li> <li>• The lessons are carefully planned to include clear stages, regular progress checks and different learning opportunities</li> <li>• Differentiation and groupings are identified in English and Mathematics a</li> <li>• Learning Objectives are displayed and shared with all pupils</li> <li>• Pupils' work will be regularly marked.</li> <li>• Literacy/Numeracy and up to date training thereof is a priority for all staff</li> </ul>	<p>Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <ul style="list-style-type: none"> <li>• Class based staff work with small groups to: <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence</li> <li>- keep pupils on task.</li> </ul> </li> <li>• Independent pupil learning is supported using technology.</li> <li>• Special examination arrangements are put in place for internal and external tests and examinations</li> </ul>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <ul style="list-style-type: none"> <li>• One-to-one support is in place 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.</li> <li>• Outreach from local networks and Aspire colleagues requested for advice on teaching and learning.</li> </ul>

## 5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
---	---	---

		
<p>Technology is available to aid Independence.</p> <ul style="list-style-type: none"> <li>• Resources are available in all classrooms which promote independence</li> <li>• 4 B's (brain, book, buddy, boss) approach is displayed in each classroom to promote learning resilience.</li> </ul>	<p>Teaching assistants facilitate independence.</p> <ul style="list-style-type: none"> <li>• Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers</li> </ul>	<p>Teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves.</p> <ul style="list-style-type: none"> <li>• Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent</li> <li>• Personalised 'now and next' boards and timetables are in place to support independence.</li> </ul>




## 6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
---	---	---






<ul style="list-style-type: none"> <li>• PSHE (Jigsaw) lessons include all pupils.</li> <li>• ALL Staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. This is co-ordinated by their class teacher and the SENDCo</li> <li>• We adopt a whole school approach to supporting well-being through the TIS scheme</li> <li>• All children are assessed and tracked for emotional and social development</li> <li>• There is a named person who coordinates the school's wellbeing curriculum (Mrs Pam Dennis)</li> <li>• There are two named staff members who are trained TIS practitioners (Mrs Kirsten Austin and Miss Sarah Harper).</li> <li>• Pupil issues are dealt with as they arise.</li> <li>• School nurse service is available through parental referral.</li> </ul>	<p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- anger management.</li> </ul> <ul style="list-style-type: none"> <li>• Risk assessments are carried out to actively support pupils in ensuring their health, well-being and emotional needs are met.</li> <li>• Targeted objectives are created for individual pupils in a working partnership with parents and carers.</li> </ul>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p> <ul style="list-style-type: none"> <li>• Additional support for pupils can be requested from</li> <li>- CAMHS</li> <li>- Social Care</li> <li>- Dreadnought</li> <li>- Penhaligan's Friends and others as appropriate.</li> <li>• Pupils with specific medical conditions have individual health care plans.</li> </ul>
--	--	--

## 7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
---	--	---




<p>All students have opportunities for social interaction, regardless of need.</p> <ul style="list-style-type: none"> <li>• All students are invited on trips and visits subject to necessary risk assessment.</li> </ul>	<p>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.</p>	<p>Students individually supported by TA's or have PA's to enable their attendance at after school clubs.</p> <ul style="list-style-type: none"> <li>• Individual arrangements will be made to ensure pupils have access to a modified timetable during residential visits.</li> </ul>
---	--	--

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

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All areas of the school are</p>	<p>Non-slip, non-breakable</p>	<ul style="list-style-type: none"> <li>• Specialist equipment in</li> </ul>




<p>accessible to everyone including those pupils with SEND.</p> <ul style="list-style-type: none"> <li>• All facilities have wheel chair accessible classes.</li> <li>• Pupils feel safe in an environment where bullying is acknowledged and dealt with effectively.</li> <li>• There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. Mrs Sian Hall is the Designated Safeguarding Officer and Mrs Kate Williams is the Designated Deputy. Mrs Hall is the Designated Teacher for Children in Care.</li> <li>• All areas of the school are uplifting, positive and support learning.</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment</li> <li>• The rewards and sanctions system is robust and displayed around the school.</li> </ul>	<p>equipment available in practical lessons.</p> <ul style="list-style-type: none"> <li>• Adapted toilets available.</li> <li>• Some toilets adapted by height.</li> <li>• Adjustable chairs/ tables can be made available.</li> <li>• There are named adults who are 'Teamteach' trained (Mr James Ross, Mrs Jo Moine, Mrs Amanda Olver, Miss Sarah Harper and Mrs Eden Straw)</li> </ul>	<p>practical lessons enable disabled pupils to be independent.</p> <ul style="list-style-type: none"> <li>• Classrooms/halls/corridors are made accessible for young people with sensory needs.</li> </ul>
---	--	--

## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
---	---	---

<p>Nursery staff visit children at preschool providers.</p> <ul style="list-style-type: none"> <li>• Class teachers identify pupils who may need extra support at transition points.</li> <li>• Year Six children visit local secondary school regularly.</li> <li>• Year Six take part in a week of transition activities with children from cluster schools.</li> <li>• Nursery/Secondary staff visit school to support transition.</li> <li>• Classes move up in early July, following transition meetings between the sending and receiving teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Buddy' or peer systems are in place for pupils who are particularly vulnerable at transition.</li> <li>• Pupils identified as possibly struggling with transition have many additional visits in small groups.</li> </ul>	<p>The SENDCo attends annual EHCP reviews. Secondary colleagues are routinely invited to attend from Year 5.</p> <ul style="list-style-type: none"> <li>• Pupils have a 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.</li> <li>• Pupil passports are used to aid the process.</li> <li>• SENDCo will negotiate an individualised package of enhanced transition to Wadebridge School.</li> </ul>
--	---	--

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

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 

<ul style="list-style-type: none"> <li>• All staff receive training and updates on a regular basis regarding changes, updates to special educational need.</li> <li>• Named Aspire Inclusion Lead, Evelyn Kyne.</li> <li>• Family Information Service website is available for parents and staff to access guidance and advice.</li> <li>• All teaching staff have had an introduction to Trauma Informed Schools training.</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo is up to date and aware of different interventions and possible provisions.</li> <li>• SENDCo is trained to deliver Dyslexia Screening.</li> <li>• Outside agencies/specialists provide training to meet needs and support.</li> <li>• SENDCo is trained as a Designated Deputy Safeguarding Lead.</li> <li>• The Head of School is the Designated Safeguarding Lead.</li> <li>• TA's are trained as Read, Write Inc practitioners.</li> <li>• Two members of staff have received Trauma Informed training (Mrs Kirsten Austin and Miss Sarah Harper)</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo knows how to access specialist and individualised support from agencies.</li> <li>• There are named adults who are 'Teamteach' trained (Mr James Ross, Miss Sarah Harper, Mrs Amanda Olver, Mrs Jo Moine and Mrs Eden Straw)</li> </ul>
--	--	---

- Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
<b>Educational Psychology</b>	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	Aspire Educational Psychologist Aspire Academy Trust 01726 438613

	them.	
<b>Speech and Language Therapy Team</b>	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.	Speech and Language Therapy, Cornwall Partnership NHS Foundation Trust, The Health Office, Wadebridge, PL27 7AT Phone: 01208 834411 / 07884 117897 Website: <a href="http://www.cornwallfoundationtrust.nhs.uk">www.cornwallfoundationtrust.nhs.uk</a>
<b>Hearing Support Team</b>	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	Hearing Support Team, The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB 01726 61004
<b>Early Help Hub</b>	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: <ul style="list-style-type: none"> <li>• May have additional needs that cannot be met solely by universal services and;</li> <li>• Where there is no perceived risk of significant harm.</li> </ul>	01872 322277
<b>School Nursing Team</b>	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.	Contact the Children's Services Care Management Centre 01872 221400 cpn-tr.ChildrensCMC@nhs.net
<b>Child and adolescent mental health services (CAMHS)</b>	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.	Existing referrals: Contact the Children's Services Care Management Centre on: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net New referrals: 01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>Autistic Spectrum Disorder Team</b>	The Autism Spectrum Disorder Assessment Team (ASDAT) is an experienced multidisciplinary team for children and young people up to their 16th birthday who have complex social and communication difficulties.	Existing referrals: Contact the Children's Services Care Management Centre on: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net New referrals: 01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
<b>The Education Welfare Service</b>	The Education Welfare Service is aiming to	Tracy McLellan

	<p>reduce truancing within Cornwall. This is a joint initiative between Cornwall Council and Devon and Cornwall Constabulary. Through this initiative the Police will have the power to take truants back to school.</p> <p>The Education Welfare Service can also offer support and help to pupils, parents (or carers) and schools who may be having problems with attendance.</p>	<p>www.cornwall.gov.uk/onevision 01872 323400</p>
--	--	---

## 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 Educational Plans (IEP's) which show the support being put in place, enabling the children to achieve their targets. These are shared with parents and pupils. Progress towards the 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 IEP. 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 Charter Mark, 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 (Kate Williams) or Head of School (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 do people in 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 class '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 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, and my child, know how well they are doing?**

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, and/or Parent meetings in the Autumn and Spring terms and annual reports are sent home to parents. 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 residential 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. How will school prepare and support me/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.

## **11. 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 statement. 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 Education Plans (IEPs). 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.

**12. 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 (Kate Williams) or the Head of School (Sian Hall). Concerns may then be escalated, if necessary, to the Aspire Inclusion Lead (Evelyn Kyne) or to the Board of Directors at Aspire Academy Trust.

**13. Who can I contact for further information?**

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