



South East Cornwall Multi Academy Regional Trust

SEND Information Report for Saltash Community School

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Introduction

Following national guidance, information about SEND is shared between the following two key documents;

1. **The SEND Policy** – this sets out the mission, values, vision and aims for SEND at the school and how these relate to current laws and rules that shape practice. Even though the aims for SEND are shared across the Trust and the laws are the same for all schools, each school has its own SEND policy on its website because our Trust model supports Headteachers to determine their own mission, vision and values and so this variation can be reflected in the policy statement.
2. **The SEND Information report** – this is a live document that explains exactly how the school is putting its SEND policy into practice. As a live document it continues to be reviewed; the information report is designed for parent/guardians, pupils and teachers. This document should be the first port of call for current information. The SEND information report is different for each school but we all have retained the same headings as are suggested in Schedule 1 of the Special Educational Needs and Disability Regulations 2014. [The Special Educational Needs and Disability Regulations 2014](#) to ensure that all of the required information is covered.

Additional documents – SEND provision is such an important aspect of school life that a great number of policies and procedures make reference to it. In the policy you will find a list of those that have the greatest links.

Information documents – Our school is extremely keen to offer any support to parents that it can and so from time to time may circulate information from other providers which we believe could be useful. These documents are for information only and so may contain examples of services which are not currently available at the school. If you are in any confusion about what is available at the school please refer to the information report as it is the complete and specific description of services currently available.

The kinds of special educational needs for which provision is made at the school

Universal Offer

Any outstanding education embraces the rich diversity of experiences, outlooks and skills of all members of the school community. Inclusive for us means finding solutions that enable all learners to participate in all activities by systematically removing barriers and enabling equity, hence we work incredibly hard to ensure that our **Universal Offer** enables all learners, all of the time, to be successful. We regularly review our universal offer to improve it.

Learner led options

Sometimes, having just one 'flavour' of universal offer is not enough and so where we can, we offer alternatives that can be selected by the learner themselves. This encourages the learner to develop a better understanding of their own needs and greater independence in choosing the right adaptations for them. We call these options '**Learner led options**' for obvious reasons. Sometimes learners make choices that the teacher, using their expert knowledge, can see are hindering their development. Therefore, we take our responsibility as expert educators seriously and so always retain the ability to hold back access to any learner led option, should we feel this is inappropriate for the student's needs or hindering their progress.

Specialist options

We are a **mainstream** school and so receive funding that assumes all our learners can be educated in groups of at least 15 pupils throughout their time in school. We can sometimes extract children for short periods in smaller groups, for targeted intervention, but this will be based on capacity and should only be for a short duration of time.

It has been suggested by research that if teachers are expected to make more than three teaching adjustments to their teaching within a lesson, generally all the pupils will experience a less effective lesson. Therefore, we seek to employ a maximum of three variations to teaching within a lesson – to ensure students continue to access high quality learning. This position is accepted by most mainstream schools in Cornwall and internationally.

It is possible that a class may only have one child with an EHCP and in such cases the number of times a teacher chooses their specialist teaching options may be high but it is not uncommon to have multiple EHCPs in one class, each containing a range of specialist options. To reasonably adjust their lesson the teacher much choose the three specialised modifications they feel will have the greatest impact.

Teachers are constantly innovating to find ways to improve the universal offer and the learner led options so that our students' needs can be met in the most purposeful place they can be: the classroom. We actively encourage such experimentation by teachers so that they can professionally develop their practice over time and find modifications that support all of our students.

Colour codes used for each SEND area of need

In this document we describe our universal offer, our learner led options and our specialised options so you can see what you can expect in the lessons your child will be in. We also describe some of the short-term interventions we use where our funding allows, to give children intense support when needed.

Teachers will have a clear set of purposes in mind each lesson and each activity will often require them to consider the four areas of need and any barriers their students may face. Below is a table that highlights the four areas of need and adjustments that a teacher might make.

Colour	Category of need	Suggestions of adaptations a teacher may implement
Green	Communication and Interaction	Providing sentence frames for both written work and verbal discussion.
Yellow/ Amber	Cognition and Learning	Using scaffolding that is carefully removed later, breaking tasks into chunks, revisiting learning, verbalising learning, using a visualiser and use of overlays.
Red	Sensory and/or Physical	Fine motor practice, multi sensory forms of learning, use of ICT, student led seating arrangements, ear defenders, weighted blankets, left handed options, enlarged resources and adapted equipment.
Blue	Social, Emotional, Mental, Health	Whole school highly predictable behaviour routines, positive framing, removal of labels, explicitly teaching listening skills, thresholding and structured transitions.

Avoiding labels wherever we can

Research over many years has shown that whenever a label of any kind is applied to a child it has real potential to damage their future development. For this reason we try incredibly hard to remove labels whenever we can. Every learner has their own complex set of needs, whether these are diagnosed or not, and it is the role of the teacher to know these needs well enough to fit the learning around them.

However, we also recognise that for some a label can be a helpful resource, to better understand oneself and to enable external support. Whether a child pursues a diagnosis or not, we will work with the child and parent/guardian to understand the barriers the child faced, in line with the four areas of need.

We know that any label can be a generic and imperfect way of describing any learner and so we attempt to focus on their particular needs and not the label. This reflects current best practice.

Our Universal Offer in the Classroom

Thresholding	Teacher greeting learners by the door	Calming anxiety through routine, relationship building, transition. Supports predictable structure Reduces sensory overload at busy time
Lesson start routines	Practiced routines for starting lessons quickly	Calming anxiety through routine, managing cognitive load. Creates predictability Supports memory
Do now	An activity that can be done without teacher help at the start of a lesson to remind learners of the key things they have learned before that they will need this lesson.	Retrieval practice combats forgetting curve Builds confidence Reduces anxiety by giving immediate purpose Supports metacognition Quiet classroom and regulation availability
Silent attention	Ensuring that all learners are ready to learn and engaged in the lesson	Creates calm environment Reduces auditory overload Supports focus
Teacher exposition	The explanation by the teacher of how the lesson fits with other learning and what they would like each learner to do.	Builds clarity Reduces anxiety Supports language comprehension Links prior knowledge
Teacher modelling	Showing exactly how they would approach the task they are asking the learners to do.	Reduces ambiguity Supports metacognition Builds confidence Helps learners with processing difficulties
Thinking frames	Providing a worksheet or model that can help the learner structure their thinking giving them less to think about.	Reduces cognitive load Supports planning Helps learners verbalise thinking Builds independence gradually
Mini whiteboards	Like chalk boards of old. The teacher asks for a written answer from each learner to be held up so they can check understanding quickly without missing anyone out	Inclusive participation Immediate feedback Reduces anxiety about public answers Supports engagement
Question Answer	Skillfully asking questions to check understanding but also for others	Encourages deeper thinking Builds confidence

	to hear these answers and get a more rounded understanding that goes a bit deeper than they may have done on their own.	Supports oral language Allows teacher to spot misconceptions
'Turn and talk'	An opportunity for learners to form an opinion and try it out on the person sitting next to them so they can develop their thinking in a smaller group as well as hear another perspective.	Builds confidence with oracy Supports social skills Reduces anxiety in whole-class settings Encourages expressive language
Recap	Teachers know about the 'forgetting curve' and if key information isn't recalled regularly it is more likely to be forgotten. Recap is used to keep the information remembered.	Supports long-term memory Reduces forgetting Builds confidence Helps learners link concepts
Concept ladders	The whole curriculum spirals around these and so teachers keep returning to them. Each time they spiral around they try to get every learner further up the ladder and so understanding more.	Builds progression Supports mastery Reduces anxiety by showing clear steps Helps learners visualise growth
Exit and transition routines	Practiced ways of leaving a lesson or changing activities in a lesson so they happen almost automatically.	Reduces anxiety Creates predictability Supports sensory regulation Helps learners manage change

Our Learner Led Options in the Classroom

Time out	A learner understands they need to access a pre-arranged safe space. The teacher decides when it is safe to allow this and contacts relevant adult to ensure student arrives safely.	Calming anxiety through routine, relationship building, transition. Supports emotional regulation Reduces sensory overload Builds independence
Use an overlay	Students are responsible for carrying their own overlays.	Calming anxiety through routine, managing cognitive load. Reduces visual stress Supports dyslexia Builds independence Improves focus
Fidget toy/doodle pad	There is limited evidence that this has any impact on learning, however, some learners do appear to benefit from fiddling with something in their hand while learning.	Helps focus Reduces anxiety Provides sensory input Builds self-regulation
Seating position	A learner may know that sitting near the front or at the back of a room, for example, helps. This can be noted as a provision, however, the teacher may instruct them to sit elsewhere based on professional judgement.	Reduces sensory overload Supports hearing/vision needs Builds independence Improves engagement
Weighted blanket	A blanket which contains weights safely within its lining so that they can hold the learner firmer.	Calms sensory system Reduces anxiety Improves focus Supports emotional regulation

Our Specialised Options in the Classroom

Enlarged or braille print	To assist in cases of visual impairment A magnification device as a learner led option may be available also.	Calming anxiety through routine, relationship building, transition. Accessibility
Direction of a TA	If a TA has available time the teacher may direct them to support	Targeted help for engagement and understanding Implemented <u>EEF</u> TA <u>Scaffolding Framework</u>
Self directed TA	Some TAs are trained to observe patterns of behaviour or need and	Immediate intervention for emotional or learning needs.

	respond without direction from the teacher.	
Individual risk assessments	Conducted by teachers in the planning stages of a lesson or activity. If there is no safe way to engage the child in the given activity then an alternative is sought.	Prevents harm, ensures participation, predicable steps to implement to secure emotional regulation
Additional time	If an external examination is being done and the agency involved does not know the child so cannot make adjustments to the mark then additional time may be used.	Reduces cognitive load and anxiety JCQ Framework JCQ Parents Information Guidance
Intimate care plan	Measures put in place if the learner is likely to need assistance with use of a toilet or other bodily functions.	Maintains dignity and safety
Fatigue or pain syndrome modification	Breaks or lower physical demand where a medical diagnosis indicates the exercise could cause regression.	Prevents emotional and cognitive regression and supports wellbeing
A specific work location	Isolation from the group for a limited time or at a specific location so that they avoid peer pressure or in order to phase them back in after a lengthy absence.	Reduces peer pressure ? and supports emotional regulation and sensory and physical needs Reduced cognitive load

Our Universal Pastoral Offer in social time and lessons

Positive framing	Reinforcing positive behaviour and better use of language and empathy/ emotional language	Calming anxiety through routine, relationship building, transition. Improves oracy skills and social awareness
Clear consequence for each stage in the behaviour policy	Predictable steps for behaviour management	Calming anxiety through routine, Managing cognitive load. Reduces uncertainty
Regular smartness reminders	Prompts for uniform and presentation	Supports routine and expectations
Modelling good manners	Teacher demonstrates respectful behaviour and small talk that develops children's character and uses good citizenship	Builds social skills and communication Improves confidence

	concrete examples. Use of modelled language is vitally important	Transition between lessons and in class is positive micro moments building emotional currency
RESET room	Space for calming and reflection and for completing learning independently	Reduces escalation and supports emotional regulation Predictability linked to choices and consequences
Suspension		

Our Learner Led Pastoral Offer in social time and lessons

Lunch and break time quiet spaces	Safe space for calming Safe space for building relationships with adult Opportunity to develop social skills through board games	Calming anxiety through routine, relationship building, transition. Reduces anxiety and supports emotional regulation Builds communication confidence
Toilet pass	Permission for toilet access supported by medical evidence	Calming anxiety through routine, managing cognitive load. Reduces stress and independence to deal with physical barriers whilst supporting dignity
Access to medication or nurse	Health-related support - made in agreement with parent/guardians	Maintains wellbeing and safety Physical / sensory needs supported Adult key worker support assisting conversations about health building confidence in discussions with health professionals.

Our Specialist Pastoral Options in social time and lessons

Triage at the RESET room	Initial assessment and calming	Calming anxiety through routine, relationship building, transition. Prevents escalation
Guided restorative practice	Structured conversation to repair relationships	Calming anxiety through routine, managing cognitive load.

		Builds empathy and communication skills
Access to interventions involving removal from learning	Targeted support for behaviour or wellbeing	Prevents harm and supports emotional regulation

Targeted Intervention Boosts

Mini-boosts

A mini-boost is conducted without any prior notice and may be done without planning. This is when a teacher or other adult recognises an issue in learning or behaviour choices that they believe can be addressed through a specific but short-term intervention or mini-boost.

Interventions

An intervention is the name given to a half term (6-8 week) planned set of activities to help boost the learner if there is a view that such intervention will have impact.

Interventions are expensive concentrations of resource and so to ensure our resources give as much help to as many learners as possible it is essential that all interventions are continuously reviewed.

If there is insufficient impact then it would be unusual for the school to do the same intervention a second time. They are more likely to either attempt a different type of intervention.

Sometimes a learner may enjoy an intervention that is causing their learning to be impacted negatively so although the opinion of the learner is listened to, teachers will exercise professional judgement in allocating interventions and must have the ability to allocate based on need, impact and availability.

Example interventions

These are tailor made for the issue they are trying to address and so could not be listed here, but examples may include reduced timetables, withdrawal from a lesson or time in the day, intensive literacy support, offside direction in another form of alternative provision. A learner for whom repeated interventions are needed may not in fact be suitable for mainstream education and in such cases the school has a role in helping to secure a more specialist route for the learner in a special school or other form of alternative provision.

- To provide a happy, caring, safe and secure environment for learning and development that meets the individual needs and interests of each child;
- To develop warm and secure relationships between children and adults;
- To provide a high-quality curriculum
- For the children to become aware of moral and social values;
- To encourage active learning through first-hand experiences both in indoor and outdoor activity, and through both verbal and non-verbal communication;
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.

Identifying Children with SEND

At **Saltash Community School** we prioritise early identification and support to ensure all students can access a broad and balanced curriculum. Our approach is collaborative, data-informed, and student-centred.

Early Identification

- Entry assessments include NGRT (reading & spelling) and ND profiling
- Transition support from feeder primary schools includes Year 6 EHCP reviews, class observations, and enhanced workshops.
- Teachers monitor progress in lessons, mid-term, and end-of-cycle assessments. Students not making expected progress are referred to the SEND team for further diagnostic screening.

Attendance and Behaviour

- Attendance is checked daily; low attendance may indicate barriers to learning.
- Behaviour data is monitored by the Pastoral Team to identify students whose behaviour affects learning.

Academic Progress

- Report data highlights patterns indicating difficulties. Subject teachers, Heads of Department, and the SEND team collaborate to provide targeted support.

Student Voice

- Students share challenges in learning or social-emotional wellbeing. Staff listen, understand their needs, and make recommendations via student passports.

Parent/Carer Partnership

- Parents and guardians are partners in support, raising concerns through communication with the SEND team. Teachers provide additional information as needed.

External Agencies

- We work with the NHS, CAMHS, Educational Psychologists, Autism in Schools Team, and other services. Recommendations and diagnoses inform student support.

Ongoing Monitoring and Collaboration

- LSAs continuously observe students, when supporting lessons, and highlight any concerns during weekly meetings
- SENDCo and assistant SENDCo conduct observations of students in lessons
- Subject teachers, SEND, and pastoral teams work collaboratively to monitor progress

How we Evaluate effectiveness: Graduated Approach

In simple terms, the Graduated Approach, means that as we increase our understanding, of how your child best learns, we can make assess the effectiveness of the adjustments in place. We continue to review and improve the 'universal offer', we provide to all children, to make sure it considers the four areas of need and remains effective for all of our students. When the universal offer is not quite enough, we gradually increase this by adding measures just for the smaller group of children who need this more specific help, hence a 'graduated approach'.

How we identify the need

When a concern is raised by a class teacher or a parent, we follow the Cornwall Graduated Approach to Inclusion (GATI) this could involve some or all the following:

- Teacher referral is sent to the SEND Team
- Student voice is carried out to explore the student's feelings about school and we listen to students when they are saying they are struggling with work with them to reduce any worries.
- A Team Around a Child (TAC) meeting may be held to share concerns of a particular student and parent/carer.
- Classroom observation conducted round robins sent to class teachers to get a bigger picture of concern.
- We review attainment, behaviour, and attendance records.
- Diagnostic screening that produces standardised scores such as reading, literacy, numeracy, or language tests are evaluated. Referral may need to be explored for external agencies such as Speech and Language, Cognition and Learning Team.
- Student passports updated with new strategies on Class charts.
- Exam Access Arrangements Assessor may carry out further assessments.

Monitoring Progress and Provision through Collaborative, Holistic Support

We take a holistic approach to supporting every child's development and well-being, working closely with our safeguarding, pastoral, and attendance teams to ensure each student receives the care and guidance they need. Our pastoral support arrangements are designed to nurture the emotional and social development of all children and young people, including those with Special Educational Needs (SEN). We take bullying very seriously, and our strategies for prevention and intervention are outlined in our Anti-Bullying Policy. Furthermore, all measures to keep children safe, including those with SEND, are clearly set out in our Safeguarding Policy.

- **Ongoing curriculum assessments**, academic reports, and celebration books are used to track progress.
- Data from assessments, attendance, behaviour, and student voice ("All About Me") inform APDR decisions.
- Evidence is gathered by teachers to support requests for **exam access arrangements**, aligned with students' normal way of working, typically selected from the end of Year 9.

- Further specialist assessments, including those from external agencies, are conducted as required, addressing the four broad areas of need.
- We take a **holistic approach** to each child's development and wellbeing, working closely with external agencies such as **EWO, EHH, play therapists, mentors, and the pastoral team.**
- **Senior pastoral support** ensures the emotional and social development of all students, including those with SEND.
- Measures to prevent bullying are outlined in our **Anti-Bullying Policy**, with additional support including **Peer Mentoring through the NHS for Key Stage 3**, assisting students in their transition from Year 6 to 7.

Pupils who are highlighted for tracking (T)

When we look in detail at how a child is progressing the first gradual increase in our support is to place them into a group that is tracked. This is an internal process that allows us to ensure these students are on our radar. Assessment data will continue to be reviewed, to support the identification of patterns that may help us understand if there is a greater need.

We move pupils onto this list and off this list fluidly; a child may be placed on this list for a short duration as we are conducting investigations and sometimes for a long time when we want to gain greater insight over time. Teachers will be advised when they are teaching a student who is on our tracked list.

Targeted Support

In some cases, it may become evident that the child would benefit from some more 'Targeted support'. This may include a variety of interventions and ideas all designed to offer a higher level of support. At this point we may inform the pupil and their parents of these interventions which could include some of the following items:

- Additional time in examinations
- Use of a laptop in some subjects
- Continued monitoring of their data
- Access to spaces such as quiet spaces in the school
- Sharing of strategies that may support the child

We will monitor how these interventions are working internally and may make changes to adjust the measures we use at any time depending on our understanding of the impact.

Students who are tracked are not on our SEND register. Once further insight has been gained, it will be decided whether the child's needs are being met, or whether they require a higher level of support.

Pupils who are highlighted for regular review (K): SEND support

In a small number of cases we believe that tracking isn't giving us enough information about what is working and so we enter into a fairly intensive process called an Assess, Plan, Do, Review Cycle or APDR. This involves termly meetings with parents and the pupil to look in more detail at how the

The Assess, Plan, Do, Review Cycle

Students identified as needing **SEND Support** enter the APDR cycle, ensuring their progress is continually monitored, reviewed, and adapted.

Parents or carers may have seen or heard the phrase 'Assess, Plan, Do, Review'.

This describes the process of identifying needs and then coming up with a plan with parent/carer and sometimes other professionals. T

We plan, carry out an intervention and then review this plan to see if this has accelerated the progress of the student.

An example of APDR Cycle:

Stage	What Happens
Assess	Students, parents/guardians share their views. Teachers carry out 'quick-check' this could be observations/assessments/examples of work. Advice may also be sought from external professionals, such as Educational Psychologists, CAMHS, Occupational Therapists, and others.
Plan	A member of the SEND team, a teacher, or another qualified professional meets with the student and their parents to agree on interventions, support, and expected outcomes.
Do	The agreed plan is put into action. Tutors and subject teachers monitor the student's progress and check the effectiveness of the plan within lessons. Specialist equipment, such as, reader pens, pencil grips, or laptops, may also be provided if needed.
Review	A follow-up meeting is held to evaluate whether the plan is working and to decide next steps. Adjustments may be made based on the student's progress and ongoing needs.

Pupils who require an Education, Health and Care Plan (EHCP)

In a very small number of cases, all of the graduations up to this point are unable to meet the needs of the pupil because their needs are deemed to be currently beyond what is usually available in a mainstream school.

In such cases we work together with parent/guardians to look at the child's needs in more detail and what is required, in order to achieve the child's SEND needs are not a barrier to their success. In these cases, we may consider an EHC assessment.

When an EHCP is put together, those involved need to assess if they believe the pupil is able to make the required progress with the measures in place to make effective progress in the mainstream setting or if the setting does not have the required expertise, services and equipment to meet the needs. If this were to be the case, the EHCP would be a stepping stone to seeking education at a specialist school or organisation outside of mainstream education.

There is currently a great deal of debate nationally regarding how effective EHCPs have been since their introduction in 2014. The outcomes for pupils with EHCPs according to national data, have worsened in this time and so there is a distinct possibility that a new system will replace them. Whilst this debate continues we will continue to focus on meeting the needs of the child as our main concern and adapt the systems around them so we can minimise disruption to their education and always take decisions that meet their needs as learner rather than meeting the need of a government system.

As a school we follow the current requirements for EHCP application and support parent/guardians and pupils to the best of our ability through the current process.

2025 – 2026 SEND Whole School Data and Provision

Current number of pupils in each SEND group

SEND Code	Amount of students
T (Tracked)	174
K (SEND REGISTER)	154
E (EHCP)	58

Due to changes in national and local guidance, the number of pupils in SEND K should steadily decrease as emerging evidence is that this category should be used for shorter intensive interventions in which resource can be focussed. This will mean that the T category is likely to grow and contain more of the regular interventions that are used.

The total number of pupils in N is not predicted to change very much but depends upon the needs of each particular cohort.

The change in the number with EHCPs is very dependent on what additional provision is available in the area and the direction national policy takes in the coming years.

SEND provision and staff/training development information.

SEND Area	Provision / Support
Communication and Interaction Autism, Sensory Processing Difficulties/Disorder Tourette's Syndrome Speech & Language	Adaptive Teaching and Coaching Sensory room Social skills support 1-1 check ins
Cognition and Learning Dyslexia Dyscalculia Dyspraxia Moderate Learning Difficulties	Adaptive teaching strategies Use of IT software Small group and individual learning support Task management boards – Now and Next Dyslexia friendly fonts Access to overlays Clear PPT layouts

	<p>Reading routines embedded across tutor time and lessons</p> <p>Adjustment to homework expectations</p>
<p>Social, Emotional and Mental Health (SEMH)</p> <p>Anxiety</p> <p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Attachment related Needs</p> <p>Depressive conditions</p> <p>Traumatic experiences</p>	<p>Adaptive Teaching</p> <p>Whole school nurture approach</p> <p>TIS support</p> <p>1:1/out-of-class therapeutic sessions</p> <p>SEND on-call</p> <p>1:1 support from EMHP/assessments via First Aid Mental Health leads</p> <p>Adult support available in the Hub</p> <p>Sensory room to support regulation</p>
<p>Sensory and Physical Needs</p> <p>Cerebral Palsy</p> <p>Muscular Dystrophy</p> <p>Hearing Impairment</p> <p>Visual Impairment</p>	<p>Adaptive Teaching Strategies</p> <p>SEND on-call - out-of-class sensory breaks</p> <p>Ear defenders</p> <p>Weighted blanket in sensory room</p> <p>Accessible lift</p>

Allocation of SEN Funding

The funding was distributed as follows:

- Employment of support staff, including a specialist SEN teacher
- Engagement with external services (refer to the School Offer)
- Provision of teaching and learning resources
- Staff professional development and training
- Targeted SEND resources, such as sensory equipment

Deployment of Resources

Deployment of Learning Support Assistants.

This year, we continue to follow the **EEF guidance on the effective use of teaching assistants (LSAs)**. Current deployment includes:

- **Teaching Assistant (LSA) in Maths, Science and English** to offer support within the classroom
- **Read, Write, Inc Intervention:** delivering the evidence-based Thinking Reading programme.
- **SENDCO/Assistant SENCO:** Work specifically with SEND students, addressing a variety of areas of need
- **SEN Administrator:** Ensured records were accurate and processed referral forms efficiently.
- Following EEF recommendations, LSAs **supplement, not replace, the teacher**. Pupils who struggle most are promoted to spend as much, if not more, time with the teacher to ensure quality learning.
- LSAs are trained in **scaffolding practices**, which help pupils develop their learning skills and independence. Supporting pupil autonomy is a key consideration in LSA deployment.
- Structured interventions delivered by LSAs are **carefully planned and monitored** to ensure positive outcomes for pupils.
- Staff clarity is emphasized: teachers and LSAs are fully aligned on their respective roles, maximizing the effectiveness of support.

By aligning our LSA deployment with EEF research, we aim to enhance pupil outcomes, particularly for those with additional needs, while promoting independent learning skills and maintaining strong teacher-led classroom instruction.

Deployment of Specific Resources aligned to Specific Pupils.

In line with the research guidelines we will always attempt to minimise the removal of a child from their classroom for additional support unless their behaviour is dysregulated or there are other reasons why leaving them in class is not appropriate. In order to remove a child from a classroom with a subject specialist teacher, there has to be clear reasoning to suggest why this is a supportive measure for the child.

Similarly in line with research we always attempt to minimise the specific one to one support of a TA or other staff member as this tends to provide an additional barrier to them directly accessing the expertise of the teacher. Often when an EHCP or intervention talks of one-to-one support it is referring to there being the option to put this in place as a temporary measure if usual measures are not being effective.

Finally, in line with current research, we entrust the allocation of funding to our SEND specialist team and so in order to give them the freedom to utilise all available funding to the greatest impact we won't restrict them by committing set funding to particular strategies. For this reason we won't share how funding is currently being allocated for any individual pupil because to do so would then provide the pupil and parent/guardian with expectations and commitments which the team may need to withdraw from if it isn't working. Sometimes, for example, we have found that initiatives which are very strongly supported and liked by the pupil and parent/guardian can lead to a widening of the achievement gap and in such cases we need the specialist team to have the professional flexibility to withdraw the programme and seek alternatives that may be more pedagogically effective.

How we work with all our stakeholders

How we listen to the views of children/young people:

Category	What	Who	When
Student-wide feedback	'You said, we did' feedback	All students	Termly (assembly following anonymous online survey)
	Tutor time – dedicated time for student feedback	All students	Termly
	Student Ambassadors feedback (year & whole school)	Elected representatives	Half-termly
	Informal discussions in the Pastoral Hub	All students (access at break and lunch)	Every day
	Informal discussions (general)	Children	End/beginning of school day or by prior arrangement
	Student questionnaires	All students	2–3 times annually
	Students Key Stage Questionnaires	Teachers, SEND team/LSA/Parents	Arranged at school, PSHCE, at review points, on entry in Year 7, and at transition points
Pastoral support	Meetings (Attendance / behaviour concern / social / emotional issue)	Students meeting criteria with SLT and/or Pastoral team	As necessary
	Key to Success Evening & Settling In	Children, Parents/Carers,	Mid-September

	Evening (focus: attendance, reading, support available)	Teachers, SENCo if appropriate	
	Parent Consultation Evenings	Children, Parents/Carers, Teachers, SENCo if appropriate	Every term
	Home-School Book (Communication Book – selected students)	Teachers, Parents/Carers	When daily face-to-face contact is difficult
SEND support	All About Me questionnaire	Students with Education, Health and Care Plan (with keyworker support)	In advance of Annual Review Meeting
	“Assess, Plan, Do, Review” meetings for children with SEN	Children, Parents/Carers, Teachers, Pastoral team, SENDCo	Termly and when EHCP needs review; or if attendance/behaviour/attainm ent is a concern
	Need to Know Booklet	Children, Parents/Carers, Teachers, SENCo if appropriate	As required
	Meetings with keyworkers	Students with a keyworker / SENCO	Individual to student but at least termly
Multi-agency / SMART / specialist reviews	Multi-agency meetings (with Targeted Youth Worker / Family Worker)	Students open to external services with safeguarding/past oral staff	As necessary
	Personal Education Plan (PEP) meetings	Students in care with Children in Care Manager	Half-termly

	SMART and LCA SEND reviews	SMART SEND advisors, T&L leaders, Children	Annually
	Dedicated SEND learning walks / drop-ins / book looks / forums	T&L leaders, Children	Half-termly
	Team Around the Child meetings	Children, Parents/Carers, Teacher, SENDCo, other involved professionals	Every 6–8 weeks for children needing extra support
Governance	Governor visits	Cross-section of students	Yearly (termly for safeguarding governor)

How we listen to the views of parents/carers

How we listen to the views of parents / carers	What	Who	When
	Phone calls / emails	Children, Parents/Carers, Teachers, SENDCo if appropriate	As needed
	Parent Information Evenings	Children, Parents/Carers, Teachers, SENDCo if appropriate	Termly
	SEN Parent Information Evenings	Children, Parents/Carers, Teachers, SEND Team	Termly
	Progress Evenings	Children, Parents/Carers, Teachers, SENDCo if appropriate	Annually

	GCSE Success Evenings	Parents / carers of students in Year 10 and 11	Annually
	Meetings (Attendance / behaviour concern; social / emotional issue)	Parents of students who meet these criteria with SLT and/or the Pastoral Team	As needed
	Meetings as part of the APDR cycle	Parents / carers of students	Termly
	Annual Review Questionnaire	Parents / carers of students with an Education, Health Care Plan	Annually
Personal Education Plan (PEP) meetings	Personal Education Plan (PEP) meetings	Parents / carers of students who are in care with the Children in Care Manager	Termly

Partnerships with Other Schools and Transition Management

We actively collaborate with both feeder schools and schools where students join independently in the local area. Our transition support includes:

- Delivering a primary curriculum offer across subjects
- Year 6 students participating in mixed-school transition visits with their secondary schools
- Peer mentor opportunities and enhanced transition days
- Curriculum experiences across all subjects throughout the year
- Meetings with new families through our SEND café, including school tours and photographic journeys
- SEND visits to all children with SEND in feeder primary schools to observe, speak to students, and complete “All About Me” documents

These initiatives ensure a smooth transition from primary to secondary education. A detailed overview is available on our website. Our Year 6 to secondary transition

programme is carefully planned and can be tailored to meet the individual needs of children and families.

How we Achieve Continuous Improvement

Monitoring the Impact of Training

We track the impact of training through a range of strategies:

- SEND reviews
- Quality assurance of lessons and established routines
- Weekly Staff CPD on Attendance, Teaching and Learning and Adaptive Teaching Strategies to support students with or who may have SEND (**What is good for SEND is good for EVERYONE**)
- Whole school Coaching
- Teaching and learning drop-ins
- Observation of interventions
- Student shadowing and direct observations
- Conversations with students
- Monitoring attainment, attendance, behaviour, and progress
- Celebration books
- Tracking EHCP Tiny Steps progress

Ongoing Development

We are committed to continuously improving support for our learners. Any areas requiring development are addressed through our **School Development Plan**, which incorporates our **SEND Development/Action Plan**.

- Focusing on the needs of children with SEND benefits all students.
- Emphasis on routines and reading supports narrowing the achievement gap.
- Every teacher is a teacher of literacy, ensuring children with SEND are prioritised in the classroom.

Complaints Procedure

Our complaints procedure is published on the school website.

Additional Information and Key Documents

- **Designated Safeguarding Lead:** Nicholas Evans
- **Designated Children in Care Lead:** Linda Griffin
- **Local Authority Offer:** www.cornwallfisdirectory.org.uk
- **Accessibility Plan:** Available on the school website
- **Curriculum and SEND Accessibility:** Details available on the school website
- **Safeguarding Policy:** Available on the school website
- **SEND Policy and School Offer:** Accessible via the website

All SEND-related policies and Information Report, comply with the **Disability Discrimination Act 1995**, the **Equality Act 2010**, and the **Children and Families Act 2014**.

SEND Glossary

Abbreviation		
	Academy	An Academy is a mainstream school which receives funding directly from the Government and is independent from direct control of the Local Authority. However, academies usually follow policy and procedures set by the Local Authority and work in partnership with them for students with SEND needs.
	Adapted Teaching and Learning.	Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to select which fits the aptitude of the student
	Annual Review	The review of an Educational, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months of children in early years.
	Areas of Need	These are four categories that are young peoples SEND needs. The Four SEND Needs are: Cognition & Learning (C&L) Communication & Interaction (C&I) Physical & Sensory Needs (PS) and Social, Emotional and Mental Health (SEMH)
CAMHS	Child and Adolescent Mental Health Services	Child and Adolescent Mental Health Services (CAMHS) provide assessment, support, and treatment for children and young people experiencing emotional, behavioural, or mental health difficulties, helping them improve their wellbeing and cope with life's challenges.

CBT	Cognitive Behavioural Therapy	This approach teaches people to manage their thoughts, feelings and behaviours.
CIT	Community Intervention Team	A Community Intervention Team is a group of professionals who provide early support and practical help to children, young people, and families in their local community to prevent problems from escalating and promote safety, wellbeing, and positive outcomes.
CIN	Child in Need	A Child in Need is a child who requires additional support from local authorities to ensure their health, development, or welfare is safeguarded and promoted, often due to difficulties at home or in their environment.
C&L	Cognition and Learning	Cognition and learning refers to the ways in which a child or young person thinks, understands, learns, and remembers information, including any difficulties that may affect their ability to acquire knowledge or skills at the same pace as their peers.
C&I	Communication and Interaction	Communication and interaction refers to a child or young person's ability to understand and use language, express themselves, and engage effectively with others, including any difficulties that may affect social skills or meaningful participation in learning and everyday life.
CoP	Code of Practice	This means Send Code of Practice which is government legislation which sets out the expectations for meeting the needs of disabled students in school.
CSC	Children's Social Care	Children's Social Care refers to the services provided by a local authority to support and protect children and young people, particularly those who may be vulnerable, at risk, or in need of additional help
CYP	Children and Young People	Children and young people are individuals from birth up to the age

		of 25 who are in the process of growing, learning, and developing, and may require support to achieve their full potential in education, health, and wellbeing.
DfE	Department for Education	The department for education, the government department that develops education policy and funds schools.
DD	Development Delay	Developmental delay in reaching the normal stages of development, for example sitting or talking.
DLD	Developmental Language Disorder	A delay in acquiring and using language
	Expressive Language	How a young person expresses ideas, thoughts and feelings through speech.
EHCP	Educational Health Care Plan	An EHCP brings together education, health, and social care support in one plan to ensure the child or young person receives coordinated, tailored help to achieve their full potential.
EA 2010	The Equality Act 2010	The Equality Act 2010 legally protects people from discrimination in school, the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.
EP	Educational Psychologist	An Educational Psychologist is a trained professional who assesses and supports children and young people's learning, development, and mental health, providing guidance to schools, families, and other services to help them reach their full potential.
EWO	Education Welfare Officer	Education Welfare Office, employed by the LA to make sure that children are attending school.
	Fine Motor Skills	Fine motor skills are the abilities that involve small movements of the hands and fingers, such as writing, buttoning clothes, or using utensils,

		which are essential for everyday tasks and learning activities.
	First Light	First Light is a charity for anyone who is experiencing or has experienced domestic abuse or sexual violence. https://www.firstlight.org.uk
	Governors	A school's governing body that oversees the workings of the school. It includes a SEND Governor and a Parent Governor.
GP	General Practitioner	A General Practitioner (GP) is a doctor who provides primary medical care, diagnosing and treating a wide range of health issues, offering advice, and referring patients to specialists when needed.
	Jeremiah's Journey	Jeremiah's Journey provides compassionate bereavement support for children and families in the UK. https://jeremiahsjourney.org.uk
	Kooth	Kooth is online mental health support that any student can register for and access help. https://www.kooth.com
	Literacy Skills	Reading, writing and spelling ability.
LA	Local Authority	The local authority is Plymouth City Council it is responsible for the statutory assessment of education, health and care assessments and maintaining Education, Health & Care Plans.
LAC	Looked After Children	Looked After Children, also known as children in care (CiC) or care experienced children (CeC)
LA	Local Offer	Local authorities are required to publish a 'local offer'. A local offer provides information about services to support children, in and outside of school.
	Mainstream School	A primary or secondary school where all abilities of students attend.

	Mediation	Mediation is a way of sorting out a disagreement in a safe and friendly environment. It can help you rebuild trust and working relationships and can deal with problems you were not aware of. Mediation uses a neutral person (the mediator) who is experienced at helping people who disagree to come to an agreement.
MHST	Mental Health Support Team	This is a service that is for early mental health help. They provide CBT based help to young people to help them manage anxiousness.
NHS	National Health Service	All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority.
PB	Personal Budget	Personal budget is an amount of money allocated to an individual or family to pay for services, support, or care that meets their specific needs, giving them more choice and control over how support is delivered.
PHB	Personal Health Budget	money given to an individual to plan and pay for healthcare and support services that meet their specific health needs, allowing them greater control and flexibility over their care.
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service	Provides free, impartial guidance and support to children, young people, and their families about education, health, and social care services related to special educational needs and disabilities.
PV	Parent Voice	Parent Voice refers to the opinions, feedback, and active involvement of parents or carers in decisions and planning related to their child's education, health, and wellbeing, ensuring their perspectives are heard and considered.

SaLT	Speech and Language Therapist	Speech and Language Therapist who assesses a young person's receptive, expressive language.
	School Nurse	A nurse working in community nursing but specialising in school age children. School nurse referrals can be made by schools about a range of health needs.
SEND	Special Educational Needs and Disabilities	This is the education acronym for disabled children deemed to have special educational needs.
	SEN Support	When a child or young person has been identified as having special educational needs, schools should act to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support should take the form of a fourpart cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child in making good progress and securing good outcomes. This is known as the graduated approach.
SENDCO	Special Educational Needs and Disabilities Coordinator	Special educational needs and disabilities coordinator. The SENDCo does not do all the work with disabled or SEND children, they coordinate the provision that they will receive. The young person's teachers retain responsibility for their progress.
	Sensory Impairment	Partial or complete vision or hearing loss.
	Social Worker	A person who will support a family with practical issues such as benefit applications, respite care, household adaptations etc.
SPLD	Specific Learning Difficulty	Dysgraphia = difficulty with recognising the written words, letters or sounds. Dyslexia – specific difficulty with literacy Dyscalculia specific difficulty with numeracy Dyspraxia – a condition that affects

		fine motor skills, organisation and coordination
YPC	Young People Cornwall	From drop-in youth groups to one-on-one mental health sessions, we offer a huge range of support – all over Cornwall.
NM	Normal Magic	We are a group of professionals with backgrounds in Mental Health Nursing, Occupational Therapy, Teaching, Clinical Psychology and Consultant Psychiatry and the world of Business Management who have worked in under 18s health care and education for decades! Our time in health and education services has brought us an abundance of experiences working alongside children, young people, their families and professionals.