



**Our Special Educational Needs and Disability (SEND) Information Report.**

November 2024 (this report will be reviewed annually or updated when necessary).

Cardinham School is an inclusive school, which values and respects the right of all children to learn. We recognise that all children have individual needs, that not every child learns in the same way or at the same rate and we aim to understand and provide for the learning needs of the children in our school, in order for all to make progress. To do this we listen to and work in partnership with children and their parents/carers, use and develop our wide knowledge and experience of a range of Special Needs and Disabilities within the school, actively seek professional support when it is needed, be flexible and open to change in our learning environment and have a commitment to developing the whole child, recognising that emotional and social development are a vital part of the learning process.

**Name of the Special Educational Needs/Disabilities Coordinator: Meg Mackenzie**

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**Miss Mackenzie is available on Tuesday afternoons or via email Monday-Friday.**

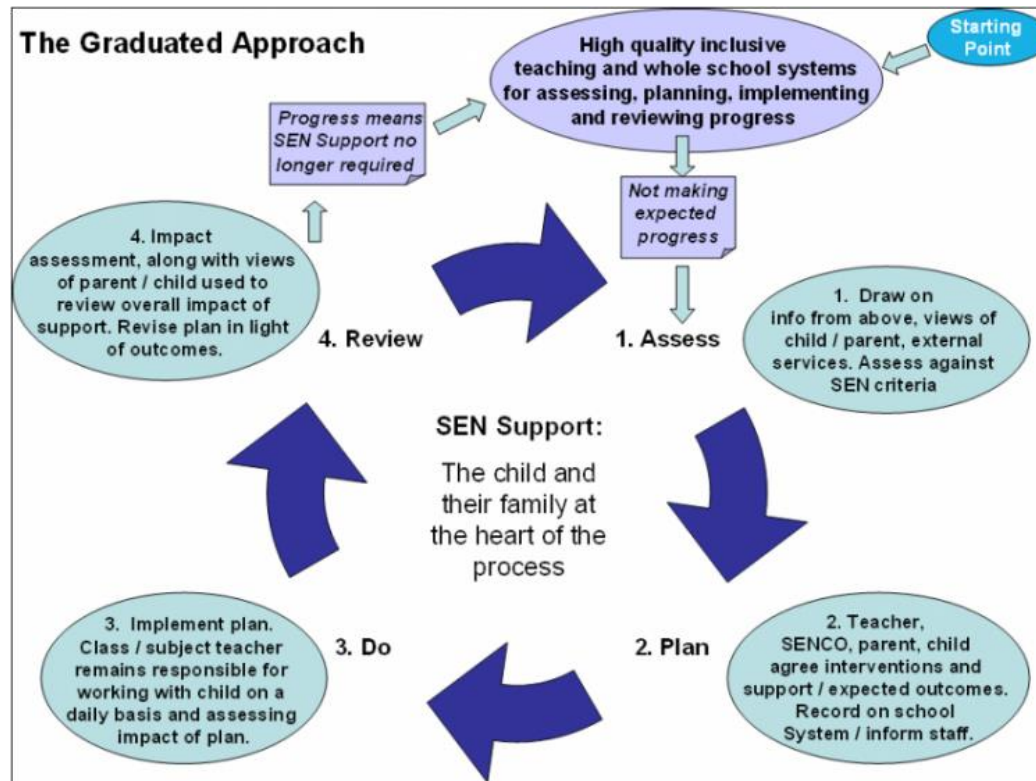
**SEN Governor: Theresa Irwin**

**Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrenservicedirectory.org.uk>**

## The Graduated Approach

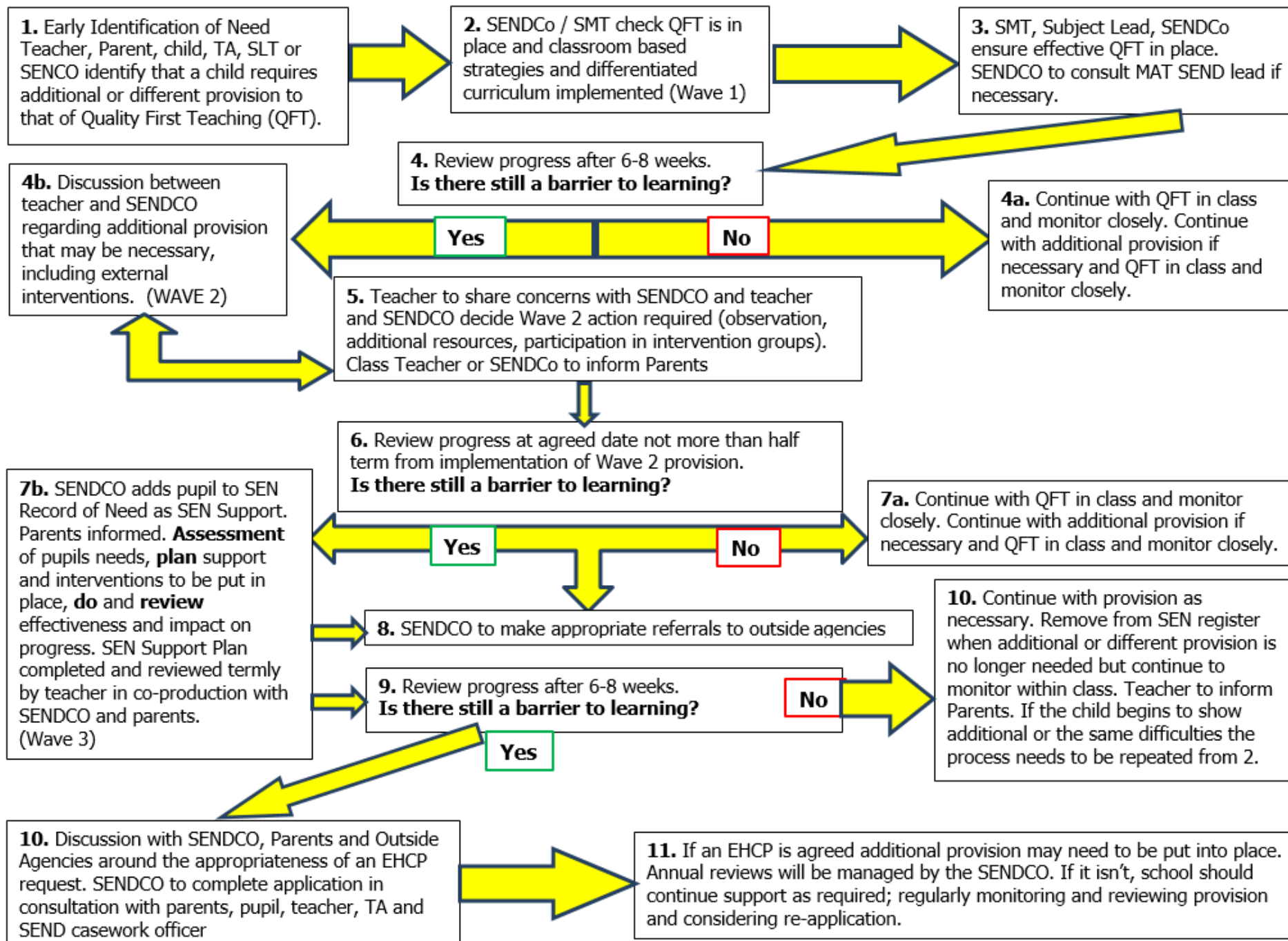
The graduated approach describes the process by which Cardinham Primary Academy identifies and manages children with SEND. There are three levels of support and provision offered by our school:

1. Whole School Approaches – All children in the school receive this first wave of provision.
2. Additional, targeted support and provision – Some children who are not making expected progress may access some of this second wave of provision.
3. Specialist, individualised support and provision – specific individuals with more significant needs may access additional provision through this third wave of provision.






There are four areas of need as defined in the Code of Practice (Jan 2015):

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health Difficulties



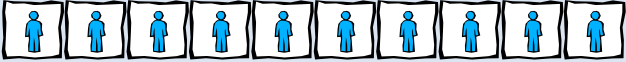


This section of the SEND Information Report details the three levels of provision that are available in our school to provide effective learning. Decisions as to which support children receive will come from consultation with the teacher, SENDCo, SLT and Head Teacher, and will be shared with the pupils and parents as part of the graduated approach.

### 1. 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 
<p>The views and opinions of all children are valued and listened to throughout the school.</p> <p>Children's views are expressed formally through regular school council meetings and eco council meetings.</p> <p>Pupil conferencing takes place regularly where children's views and opinions about their work and school life is heard and acted upon.</p> <p>Children are encouraged to talk to any adult in the school about their ideas or concerns.</p> <p>Parents' evenings, Coffee and Cake Drop ins, Fabulous Finishes.</p> <p>Children can make use of our happy and worry boxes, or our worry monsters when needed. Each class also have 'I wish my teacher knew' boxes.</p> <p>Our PSHE curriculum and circle time highly values children's views and feelings.</p>	<p>All children who are receiving extra support are aware of their next steps and part of the assessment process.</p> <p>Pupil conferencing for children with SEND or receiving additional support takes place regularly and their views about provision are taken into account when planning.</p>	<p>Children are asked to contribute their thoughts, goals and feelings to TAC meetings, PEP meetings, EHCP Reviews and target setting in a way which is most appropriate for that individual child.</p> <p>Targets reviewed and set at meetings and any extra provision planned will reflect the views of the child.</p> <p>Individual Provision Maps are written with the children and use child friendly language.</p>

### 2. Partnership with Parents and Carers




Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and provision
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<p>The universal offer to all children and YP</p> 		
<p>Cardinham School seeks to work in partnership with all Parents and Carers.</p> <p>The school website contains up to date information about the curriculum, school events, class events, staffing, clubs and other information of interest. A written weekly newsletter and hard copies of other information such as policies are available on request for those with no computer access.</p> <p>Parents/Carers of all students are invited to attend Parent/Carer evenings at least twice a year in order to share and discuss the progress and next steps for their child and half termly Fabulous Finishes are held in every class. A weekly celebration assembly is held so that Parents/ Carers are aware of and can share in the successes of their children.</p> <p>Parents are encouraged to contact the school with any concerns or queries at any time through the Class Teacher, Receptionist or Head Teacher. We have a Parent Support Advisor, who works actively with, and to support links between, Parents/Carers, staff, children and outside agencies to support attendance, social and emotional needs and behaviour both at home and within the school.</p> <p>Parent Governors are a very active part of the school community.</p> <p>The family worker holds half-termly drop in sessions at the school for any parent/carer to attend.</p>	<p>Parents will be kept fully informed, by the Class Teacher, if their child is having additional support or provision- including the goals of this support and the progress made by the child.</p> <p>If there are concerns that a child may have Special Educational Needs then this will be discussed with parents and the class teacher, the next steps will be planned in partnership with parents and will involve the SENDCO.</p> <p>Families are invited to attend specialist sessions such as the Incredible Years Parenting Programme and also directed to any events held at the family hub or in other local venues, which may be of help.</p> <p>We also provide ‘Coffee and Cake Drop-in’ sessions for parents and carers with guest speakers from a variety of external agencies.</p> <p>Families are encouraged to ask to be referred or signposted to other agencies, which may provide additional support, such as the Family Worker Service by the Head Teacher or SENDCO.</p> <p>School planners are used as a form of communication between parents and staff where needed.</p>	<p>Parents are asked to contribute their thoughts, goals and feelings to TAC meetings, PEP meetings, EHCP Reviews and Individual Provision Map target setting.</p> <p>Targets reviewed and set at meetings and any extra provision planned will reflect the views of the Parents/Carers.</p> <p>Parents are encouraged to bring support to meetings if they want to, such as another relative, friend or a formal advocate through the Parent4Parents/SENDIASS service.</p> <p>Parents/Carers are encouraged to speak to the Class Teacher/SENDCO about any concerns they have regarding their child's additional needs or provision in between formal meetings. Where appropriate children will have a home/school communication book.</p> <p>IPM's, behaviour plans, care plans and any other school letters/forms aim to be written using simple language and to be jargon free.</p> <p>Parents/Carers are encouraged to ask for support from the SENDCO/Class Teacher to complete or explain paperwork from other agencies if needed.</p> <p>The school also support parents with barriers, such as dyslexia, to accessing information or form filling ec.</p>

3. The curriculum

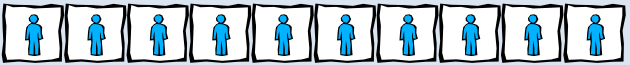
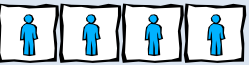

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The curriculum is fully inclusive and allows all children, regardless of their ability and/or additional needs to access it completely.</p> <p>We have a creative curriculum that includes topic work designed to appeal to the interests of the children and related to their experiences and environment.</p> <p>There are regular trips to various places of interest and visitors/events within school to stimulate further learning.</p> <p>The wider curriculum of the school is supported by a range of after school clubs, school camps and activities and involvement in the community such as attending events at the local church.</p> <p>We also offer Forest School sessions, cricket sessions and sailing lessons to certain year groups regularly.</p> <p>Children in Year 2 upwards access Accelerated reader.</p>	<p>There are a range of small group interventions offered to children who may need to develop key skills and concepts.</p> <p>These interventions may be from published schemes or created within school to meet the specific needs of pupils and take place both inside and outside of the classroom with a range of adults.</p> <p>These interventions have clear targets and the Class Teacher, SENDCO and Senior Leaders in the school regularly monitor the progress of the children within them.</p> <p>Groups of children may be given extra group support within class by a teacher or teaching assistant within lessons. Groups are carefully planned to meet children's needs.</p> <p>Some of our recent and current small group interventions include: Bug Club Phonics, Catch up learning, pre-teaching, reading comprehension support, Fun Fit (motor skills), spelling support, Fine motor skills and handwriting, Socially Speaking and Time to Talk and Lego Therapy (social skills) and Draw to Talk (emotional regulation).</p>	<p>The curriculum is adapted as much as required to support the needs/interests of individual pupils – including an individualised curriculum when this is needed.</p> <p>1:1 adult support will at times be provided to ensure that children with SEND can access the full curriculum when this is needed.</p> <p>In some circumstances children will not have to take part in some subjects, tests or assessments due to the nature of their individual needs or they may receive 'access arrangements' such as extra time, a reader, a prompt, a quiet room etc.</p> <p>The school will provide specialist and individual support as needed and as advised/supported by Outside agencies.</p> <p>Some of our recent and current individual interventions include: 1-1 Bug Club Phonics, Draw and Talk, TIS sessions, Penhaligon Friends, Social and Emotional Support, Sensory Diets/OT plans, Physiotherapy exercises, Speech and Language, Precision Teaching (overlearning).</p>

#### 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> 
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<p>Teaching and learning is differentiated in each classroom to make sure that the learning needs of all children are met. Learning objectives for each lesson are shared and children are aware of their personal targets.</p> <p>Teachers make sure that learning is multi-sensory to take into account that children learn in different ways.</p> <p>Children work in ability groups, friendship groups, pairs and independently during the school day.</p> <p>Cardinham has good outdoor learning environments for all children.</p> <p>Effective Feedback and Marking is in place.</p> <p>Staff development is a priority within the school and staff regularly attend training relevant to the needs of the children in the school.</p>	<p>Teaching assistants and class teachers work with small groups to ensure understanding, to foster independence and to keep children on task</p> <p>Children who have difficulty with writing are encouraged to use alternatives on regular occasions to demonstrate their learning e.g. using ICT, voice recorders, film clips and verbally to an adult to scribe.</p> <p>Special examination arrangements are put in place for exams and tests (extra time, readers, scribes etc.) when needed.</p> <p>Class teachers and Teaching Assistants share lesson plans to ensure children with SEND have targeted support and provision which focuses on their specific needs.</p> <p>Children who are identified as needing additional support will receive targeted intervention from a teacher or Teaching Assistant to develop their understanding or key skills in a particular area. This will be reviewed regularly.</p> <p>Teachers and TA's are experienced and trained in supporting a range of SEND and additional training will be sought when this is identified as a need.</p>	<p>Work is scaffolded so that each child can access it, some children may work from a highly individual and personalised programme within the classroom if this is needed, especially children with EHCP's.</p> <p>One-to-one or one-to-two support will be put in place for children with complex needs who need a high level of support.</p> <p>Adults supporting children with complex needs are given time to meet with appropriate agencies e.g. Educational Psychologist or Occupational Therapist to discuss targets, concerns and develop teaching and learning for that child.</p> <p>Specialised training is sought when needed for teachers and Teaching Assistants.</p> <p>We have written our own 'curriculum adaptations booklets' for every subject, which lists how children with each type of need can be supported to access the learning.</p>
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### 5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Each classroom has current 'working walls' which children are encouraged to access to support their</p>	<p>Children have personalised support equipment that they are expected to use independently to support</p>	<p>Adults working one-to-one with children will encourage children to be as independent as possible</p>



<p>learning across the week.</p> <p>Developing independence is a key priority and children are encouraged in a number of ways to become more skilled and confident in this area at an age appropriate level e.g. managing own clothing in KS1 and taking additional responsibilities in KS2.</p> <p>We also use the 5Bs and Growth Mindset resources to encourage independence in learning.</p> <p>A range of supporting resources are available to all children to use in class e.g. dictionaries, number lines, whiteboards and numerous maths resources to encourage independence. Visual timetables are present in all classes.</p> <p>There are booster clubs for identified Key Stage 2 children.</p> <p>Children are encouraged to take a role in assessing their own work at regular intervals through self-marking, verbal and written feedback.</p>	<p>their own learning e.g. coloured overlays, writing slopes, pencil grips etc.</p> <p>There is a central bank in each class of dyslexia friendly resources that any child can access – coloured overlays, pencil grips, sound mats, highlighters etc.</p> <p>Writing frames and task management boards are used to support with understanding and following instructions.</p> <p>Additional adult support within class to promote and support with developing independence and self-help e.g. suggesting resources that might help with the task. Use of some interventions will support children to be more independent, such as socially speaking.</p>	<p>and join in with whole class activities as much as possible.</p> <p>Children who need one to one support will be encouraged to develop relationships with a range of adults to decrease reliance on just one person and spend time working independently as appropriate.</p> <p>Specific targets and additional work may focus on specific skills e.g. toileting, eating, dressing and danger awareness and other life skills for individual children.</p>
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## 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 
Routine hearing and eyesight tests are carried out in KS1 and children are also weighed and measured as part of	A range of adults trained in more specialist medical provision such as Diabetes and Epilepsy	Individual Care Plans for children with specific medical conditions or intimate care needs.




<p>Government initiatives in Reception and Y6.</p> <p>Early Years children receive fluoride application and dental care advice for them and their parents from the Brighter Smiles programme.</p> <p>All TA's are trained in First Aid and in EYFS in Paediatric First Aid.</p> <p>All staff have received whole school Trauma Informed Schools training and PRICE training.</p> <p>The school has Healthy School Status which includes access to water in the classrooms.</p> <p>All Early Years and KS1 children have free fruit available to them and the opportunity to have a free school meal. Children under 5 receive a free cup of milk.</p> <p>The school actively promotes sport and healthy living as part of the curriculum with 2 hours of PE per week and a range of opportunities to participate in sports activities as extra curriculum activities.</p> <p>PSHE lessons, assemblies and activities are planned to promote emotional wellbeing and health.</p> <p>Our School Nurse Team is actively involved and attends various whole school events to provide support and advice and run open surgeries.</p> <p>All children are encouraged to speak to any adult about any worries or concerns, use the Zones of Regulation boards or 'I wish my teacher knew' boxes.</p> <p>Pastoral care is a strong value within the school and all adults are strongly committed to the health and emotional well-being of the children in the school and their families.</p> <p>We have a Mental Health Trained team in place who has attended training and access to an Education Mental Health Practitioner, who leads whole class, group and individual interventions.</p>	<p>care.</p> <p>Various small groups to support the development of self-esteem, friendships, and anxiety are provided and individually tailored to suit a wide range of needs.</p> <p>Lunch Bunch Club is open every lunchtime and is run by TA's to support children who struggle to manage in a busy playground.</p> <p>Pupil Premium money is used to support vulnerable children and provide additional provision when needed.</p> <p>Children can use The Snug when they need to in order to regulate, reflect or have a quiet and safe space.</p>	<p>Individual programmes based around TIS and Boxall profiles and/or under the guidance of professionals such as the Educational Psychologist, or with the EMHP are in place.</p> <p>The SENDCO and a TA are qualified TIS practitioners and will work with individual children to develop their emotional wellbeing. We also have a trained Mental Health Lead, who meets with staff, parents and children to support their mental health and wellbeing.</p> <p>School attendance at all multi agency meetings when possible and contributing actively to meeting the goals set at these and working with professionals to support individual children and their families.</p> <p>The SENDCO is available to signpost and make appropriate referrals as needed for individual children and families to support with their health, well-being and emotions.</p> <p>The school nurse attends TAC or review meetings where necessary and provides individual support to children who need it, alongside necessary plans.</p>
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## 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 
<p>All staffed have received Trauma informed Schools training and PRICE training, and relationships are at the heart of our ethos. We have a Behaviour and Relational policy, which supports promoting social interactions.</p> <p>The school promotes ongoing social interaction through regular PSHE lessons, assemblies, group work and the use of teaching materials such as Circle Time.</p> <p>All children in the school are invited to take part in a range of activities which promote social interaction e.g. charitable events, school camps, forest school, sailing, day visits, after school clubs, local community events such as carnival and shared sport activities with local schools.</p> <p>Activities for social interaction are planned to meet and reflect the needs of all students on an equal opportunities' basis. Adults encourage all children to play, work together and support each other regardless of difference and promote this value throughout the school.</p> <p>We have a number of children of upper KS2 trained as Playground Mentors who support children during playtimes to interact and play together effectively, ensuring all children feel included.</p>	<p>Various social skills groups e.g. Time to Talk are provided for children who need extra support to develop their social interaction skills or confidence</p> <p>At lunchtimes the SEND TA's work with the children who struggle with social interaction to help develop their key skills such as sharing, negotiating and communicating with others as well as supporting the development of friendships within our Lunch Bunch Club.</p>	<p>Individual adult support when needed to teach, support and promote successful social interactions with guidance from appropriate professionals e.g. ASD team.</p> <p>The use of Social stories to help individual children develop greater social understanding.</p> <p>Use of formal and informal visual communication systems such as visuals, task boards, Makaton and use of AAC devices to support with communication for a wide variety of needs.</p>

## 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 



The school environment is accessible to everyone including those pupils with SEND.

There is disabled parking available on site.

All areas are accessible by wheelchair and there are ramps and handrails to support with slopes. Steps are clearly marked.

There are disabled toilets and showering facilities in the main school, and the EYFS building.

The school buildings are safe and secure and during the school day the grounds are supervised by adults when in use by children.

Members of the public must call the office to be let in through the gate and then sign into reception before entering the main school building.

We have our own accessibility plan. Risk assessments and safety policies are in place to ensure all children are safe in and outside of school.

There is a named Designated Safeguarding Lead and deputies, and designated teacher responsible for children in care.

Reports of any aggression or bullying are dealt with immediately and effectively.

There are clear and simple whole school rules and behaviour systems in classrooms, which support children to feel safe and rewarded.

The school promotes a positive learning environment inside and outside the classroom with a focus on developing areas to be inviting, engaging, positive and supportive of a wide range of learning.

The school is aiming for the environment to be as Dyslexic and Autism Friendly as possible- including the use of coloured backgrounds on our Interactive Whiteboards, clear learning

The school has a number of adults who are 'Team Teach' trained and all staff are PRICE trained, which allows them to handle children in a safe way should a child be putting themselves or others at risk.

There is a room – The Snug, which children can use during the day with adult supervision should they need a quiet and safe space.

Quiet areas are also available in all classrooms for children who may need to access them, as well as book nooks around the school.

Equipment such as pencil grips, left-handed pens and scissors, reading rulers, writing slopes, large keyboards, wobble cushions, sensory baskets, fidget toys and chewellery are all available to use within classrooms.

The use of specialised individual equipment as advised by professionals to support with individual needs e.g. specialist chairs, radio microphones, weighted blankets, specialised ICT equipment/programmes, sensory balls.

Individual adult support where required to allow children to take part in all activities and learning in safety and confidence e.g. PE, Outdoor visits, moving from different parts of the building, managing the school day and individual behaviour.




Individual risk assessments when needed.

Use of the Sensory/Intervention room and other areas in the school to support individual children's sensory needs/diets.




Individual teaching areas when required to support needs of individual children e.g. a quiet and visually un-stimulating table area or re-arrangement of classroom layout. Some children may use an individual workstation with screen to minimise distractions.

areas in class and the use of consistent visuals and language around the school.

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>All children who enter our Reception are offered a setting visit and teacher meeting to introduce them to staff and find out about their particular needs and interests. The children are offered opportunities to visit and settle with their parent/carer.</p> <p>Children in the Nursery have regular opportunities to visit the main school and become familiar with the environment e.g. using the PE hall, library, lunch hall and attending performances and some assemblies.</p> <p>There is a strong transition plan for children moving from Nursery to Reception (especially as they are now within the same unit), Reception to Year 1 and so forth.</p> <p>All children visit their new classrooms and teachers before they start their new year in September.</p> <p>All teachers meet in the summer term to discuss and 'hand over' their class to the next teacher.</p> <p>We have strong links with the local secondary school and children visit regularly for events and activities.</p> <p>Staff from the local Secondary school visit Year 6 and talk about their transition to the school. All Year 6 children and parents are invited to attend several open days and evenings at the secondary school to get to know the environment and key staff members.</p>	<p>The SENDCO makes sure that all teachers are aware of any children with SEND in their new class and have all appropriate information needed to plan support. Transition meetings are held between teachers and SENDCO. Each class have a Context Sheet with key information and strategies/support needed that are passed on to new classes.</p> <p>Transition to a new class or to secondary school is carefully planned to include extra visits, social stories and regular opportunities to discuss it for those groups of pupils who may need this.</p> <p>The school SENDCO meets with the SENDCO at the local secondary school to discuss children with SEND and share information.</p> <p>A transition group led by a TA may be planned in Year 6 to meet the needs of children who may need extra support for the transition to secondary school due to anxiety, social communication needs or others</p>	<p>The SENDCO meets with teachers to discuss individual children and plan resources/support for the next academic year.</p> <p>New teachers are invited to TAC's/Annual Reviews which are held in the second half of the summer term.</p> <p>Where necessary individual transition programmes are put in place to support children with moving to a new class or secondary school.</p> <p>Meetings with parents and the SENDCO at the local secondary school will be arranged if this is needed.</p> <p>The SENDCO and other support staff at the local secondary school will be invited to attend any EHCP Reviews/TAC meetings in Year 5 and Year 6.</p> <p>Communication passports are made for those children who have complex needs and/or struggle to communicate.</p>

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> 
<p>The SENDCO is an experienced teacher and part of the Senior Leadership team and has completed the National Award for SEN qualification, she is also a qualified TIS practitioner.</p> <p>The SENDCO is a SEND lead for Communication and Interaction across TPAT.</p> <p>The SENDCO attends cluster, trust, County network and EP meetings termly.</p> <p>All staff trained in PRICE. EYFS staff trained in Emotion coaching and Speech and Language Therapy.</p>	<p>A number of staff trained in Team Teach, paediatric first aid, Read, Write, Inc., Numicon, Mastering Number, Fresh Start, Teacher Talk- Learning Language And Loving It, Rapid Maths, Memory Skills, Time To Talk, Socially Speaking, Funfit, Phonological Awareness.</p> <p>A TA trained as our Dyslexia Champion. Staff trained in Precision Teaching.</p> <p>A TA trained as our Autism Champion.</p>	<p>TA's trained in;</p> <ul style="list-style-type: none"> <li>Speech and Language Therapy</li> <li>Makaton</li> <li>PECs and use of visuals</li> <li>Sensory processing/needs</li> <li>ASD transition support</li> <li>Visual Impairments</li> <li>Hearing impairments</li> <li>ADHD</li> <li>OCD</li> <li>Dyslexia therapy</li> <li>Diabetic monitoring and administration</li> <li>Dyscalculia</li> <li>Phonological Awareness</li> <li>Memory Skills</li> </ul>

11. Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
Autism Spectrum Team	ASC assessment/diagnosis	Cornwall Tel: 01872 323210
Action for Children	Helps to support families in a number of ways ranging from advice and guidance to intensive family support	01872 321486
Careers South West	Gives independent and impartial information, advice, guidance and practical help in preparing for adult and working life	0800 97 55 111 Mail: <a href="mailto:contact@cswwgroup.co.uk">contact@cswwgroup.co.uk</a>

Child and Adolescent Mental Health Services (CAMHS)	Support pupils with mental health issues.	01872 322277 Email: <a href="mailto:cpn-tr.earlyhelphub@nhs.net">cpn-tr.earlyhelphub@nhs.net</a>
Cognition & Learning Service Cornwall	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with: Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties	01726 61004
Cornwall SENDIASS	SEND Information, support and advice service	01736 751921
Virtual School for Children in Care Cornwall	Education Support for Children in Care	01872 323565
Together for families	Cornwall's integrated children's services – service for Health, Social Care and Education	0300 1234 101

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



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

We assess and review pupils' progress towards outcomes in a variety of ways;

- Observations
- Target Tracker
- Questioning
- Feedback and Marking, with clear next steps for children.
- Distance Writing
- Accelerated Reader
- PIRA, PUMA and GAPS assessments
- Termly teacher assessments using Target Tracker
- Individual Provision Maps through Edu-key Provision Map
- Year 1 Phonic screening check
- End of KS1 assessments/SATs
- End of KS2 assessments/SATs
- EYFS baseline and profile using Tapestry
- Intervention feedback
- Read, Write, Inc. assessments 6 weekly
- Individual assessments such as dyslexia screening.

Information from these assessments is feedback to parents at parents' evenings and pupil reports.

## 13. How we know how good our SEN provision is

The Senior Leadership team regularly monitor all our provision, with the SENDCo specifically looking at SEN through monitoring teaching and learning, planning, children's books, pupil conferencing and analysing the progress of SEN children.

## 14. If you wish to complain

We work very hard to ensure we meet the needs of all children in our school. However, if you do wish to complain about our SEN provision, you should firstly speak to the SENDCO, then the Headteacher and lastly the chair of governors.

## Answers to Frequently asked Questions

### **How does your school know if children/young people need extra help?**

There are a number of ways that the school will know if a child needs extra help. This may come from observations by the teaching staff in the classroom, regular data analysis which may identify a child who is making less than expected progress, concerns raised by Outside agencies e.g. Paediatrician or a previous school, listening to the concerns of parents or through discussion with the child who may identify that they are needing help in a particular area.

### **What should I do if I think my child may have special educational needs?**

Please speak to your child's class teacher first and make an appointment to see the SENDCo. Together we can discuss your concerns and make a plan for the next steps in identifying and meeting your child's needs.

### **Who is responsible for the progress and success of my child in school?**

We believe that everyone has a role in and responsibility for the success of all children within the school. From the Governors, Head Teacher, SENDCo and teaching staff to the parents and child, the best progress is made when everyone works together. The progress and success of your child within the school will be monitored closely and action taken quickly when needed.

### **How will the curriculum be matched to my child's needs?**

Teachers will adapt the curriculum to meet individual children's needs on a daily basis. Where possible children are taught together with different groups working on different levels of skills or knowledge with various levels of support which will change over the week/term. Children may be provided with alternative means of presenting their knowledge e.g. using a computer or different ways of accessing the lesson e.g. learning through play. Children may also be taken for small group or 1:1 work with familiar adults to reinforce key learning or develop specific skills such as understanding the importance of turn taking. In some cases, a highly individualised curriculum will be developed with support from Outside Agencies. Attention will also be paid to the interests and strengths of children in the class and work planned which will develop these.

### **How will school staff support my child?**

School staff will support your child by having high expectations of all children, making sure that they understand and provide for individual children's needs, providing a high level of pastoral care and by being flexible and creative in their approaches. All staff are expected to take responsibility for meeting the needs of all children and ensuring that they meet their full potential.

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

We aim to keep you fully informed of your child's progress within school and be open and approachable as to ways we can work together to support your child's progress. Parents/Carers are invited to attend regular Parent's Evenings, open mornings, and open afternoons at school where information about their child's progress, targets and ways that this can be supported at home will be shared. The class teacher and/or SENDCo will also be happy to meet with you at other times to discuss your child's progress and the different ways this can be supported- just make an appointment. Some children will have a daily or weekly home/school contact

book. If your child has an Individual Provision Map, then this will be reviewed at least twice a year and you will be involved in the process. If your child has an Education Health Care Plan this will also be discussed annually at their Review.

### **What support will there be for my child's overall wellbeing?**

We are strongly committed to promoting the wellbeing of the whole child at Cardinham and place a high emphasis on children's social, emotional and physical development as well as academic. When needed we will put in place resources and support which meet these needs as well as seek guidance and support from Outside Agencies e.g. CAMHS or the School Nurse. We have a trained Mental Health Lead and access to the Education Mental Health Practitioner Team.

### **How do I know that my child is safe in school?**

All visitors to the site must sign in with Reception and adults working with children will have CRB checks or supervision. The school grounds and building are secure, and children are always supervised in outside areas. If there are particular risks associated with your child's individual needs e.g. poor risk awareness, then this will be taken in to account by the school at all times and extra support provided where needed e.g. closer supervision at playtimes. Individual risk assessments will be made when necessary. There are a number of staff who have Team Teach training who are available when needed to ensure that children do not put themselves or other children at risk through dangerous behaviour. Children with medical needs will have a Care Plan and this will be reviewed regularly. Children with toileting needs will also have an Intimate Care Plan.

### **What specialist services and expertise are available at or accessed by your school?**

We have a wide range of specialist services and expertise available to the school (please see above) and have good links with these. We will always seek additional advice and support when needed and will match this to children's needs including seeking out new agencies that can support a particular child. We can also offer advice and support for families to access additional services outside of school to support with a range of special needs.

### **What SEND training have the staff at school had or are having?**

Staff at Cardinham have had a wide variety of SEND training and different staff members have different areas of expertise. Training and experience in working with children who have Autism, Dyslexia, Speech difficulties, Sensory Processing needs, Developmental Co-ordination Disorder and children with a range of social and emotional needs are current strengths and we also have recent experience of working with children who have Downs Syndrome, Hearing difficulties and other physical needs. We have a member of staff trained as an Autistic Champion and another as Dyslexia Champion. We have a trained TIS practitioner and 3 more in training. All teaching staff receive regular training by the SENDCo and relevant training from Outside Agencies is sought and welcomed when there is a need.

### **How will my child be included in activities outside the classroom including school trips?**

We actively encourage all children to attend outside activities, trips and camps and these are planned and organised with the needs of all children in the group considered. Visits will be planned to places which are fully accessible to the children who are attending, and additional adult support or resources will be provided for those who need this in order to meaningfully participate. The school performs risk assessments for activities and trips and will visit beforehand or discuss the needs of the group before attending.

### **How accessible is the school environment?**

The school environment is easily accessible and has ramps and handrails which allow access to all areas of the school site. There are 2 disabled toilets on site and disabled parking available.

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

The SENDCo and class teachers meet regularly before changes to classes to plan for this for individual children. Extra visits to their new classroom, opportunities to get to know new adults, Social Stories and exploring new buildings will be planned when needed. There will also be discussion between the teachers, SENDCo and parent in order to pass on information and ensure as smooth a transition as possible. This continues when the children move up to Secondary School when they will be given frequent opportunities to visit and discuss their concerns as well as opportunities for parents and SENDCo's to meet, discuss and plan for the change ahead.

**How are the school's resources allocated and matched to children's special educational needs?**

The school receives a budget to meet the needs of children within the school who have SEND and has its own SEND budget set by the Head and Governing Body. The resources are allocated based on individual need and vary from child to child and over time according to the child's current needs. Children who have an Education Health Care Plan will have resources which are matched to meet the outcomes and provision identified on these.

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

The type and amount of support your child will receive will depend on their individual needs at the time. Support can vary widely from having an adult to support with an aspect of learning e.g. maintaining concentration on tasks to using a specific resource such as an individual laptop. The decision as to what type of support and how much of this is needed will be made by the Class Teacher, SENDCo and Head in discussion with you and with advice from Outside Agencies e.g. Educational Psychologist if this is appropriate. This will be reviewed at regular intervals over the year and changed to match your child's most current needs.