

## Trewidland Primary School SEN Information Report (School Offer)

December 2022

At Trewidland Primary School, we believe that every child is individual and we do our best to ensure that all pupils, regardless of their specific needs, make as much progress as possible and reach their full potential. In line with our vision below, we welcome all and aim to provide an environment in which all can thrive.

- To recognise the unique talents
- and interests of our pupils and
- inspire excellence across the curriculum

All teachers are teachers of children with special educational needs. As such, we adapt a 'whole school approach' that involves all the staff adhering to a model of good practice. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs. We successfully work with children with a range of needs across the four areas of need as stated in the Code of Practice, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

The school will actively seek the involvement of parents/carers in the education of their children as well as outside agencies and our SENCo has achieved the National Award for SENCo qualification. The school will also work to ensure that pupils are fully aware of their next steps. Efforts will be taken to involve children in decisions that are taken regarding their education. All staff are motivated to provide the best education for all learners including those with SEND.

***Please note that some of our plans have and will be adapted according to the ongoing Covid outbreak and risk assessment changes but also ensuring we meet the needs of all children as far as is reasonable.***

Link to Special Educational  
Needs Policy  
[SEN AND INCLUSION POLICY  
Mar 2016.doc](#)

Link to [SMART Sector  
Equality Duty Public](#)




Link to Disability Action Plan/Policy  
Pending

**Name of the Special Educational Needs/Disabilities Coordinator:**  
**Mrs Kathryn Pipe (based at Dobwalls Primary School, part of SMART Academy)**




**Contact details:** 01503 240275 or by email [secretary@trewidland.cornwall.sch.uk](mailto:secretary@trewidland.cornwall.sch.uk)

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




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

<b>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</b> 	<b>Additional, targeted support and provision for small groups of children (wave two)</b> 	<b>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</b> 
<ul style="list-style-type: none"> <li>• Contribution to surveys and questionnaires</li> <li>• Contributing to their academic targets and giving views</li> <li>• Pupil conferencing to inform school monitoring of teaching and learning</li> <li>• Opportunities to be part of the School Council</li> <li>• Views and ideas are valued and listened to</li> <li>• RSE – One Decision lessons</li> <li>• Daily opportunities for speaking and listening in lessons e.g. response partners, role play, discussion, Personal, Social and Health Education</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to work in a smaller group, with more emphasis on speaking and listening activities</li> <li>• Opportunities to give a view on their needs and their provision e.g. on Individual Provision Plans</li> <li>• Early Years planning follows the feedback and interests of children in particular</li> </ul>	<ul style="list-style-type: none"> <li>• Invitations to contribute to SEN Reviews, Case Conferences</li> <li>• Counselling e.g. bereavement counselling</li> <li>• 1:1 pastoral support</li> <li>• Draw and talk – activity to help children deal with feelings</li> <li>• Seeking personalised support through Early Help Hub.</li> </ul>

## 2. Partnership with parents and carers




<b>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</b> 	<b>Additional, targeted support and provision for small groups of children (wave two)</b> 	<b>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</b> 
<ul style="list-style-type: none"> <li>• Trewidland Primary is keen to work in partnership with parents at all times</li> <li>• Opportunities to meet termly for a parent-teacher conference to discuss any issues and pupil progress</li> <li>• Open door policy – staff appointments with parents can be made whenever requested, likewise with phone calls</li> <li>• Newsletter and information on website – informs parents and also website gives ideas for helping your child</li> <li>• Opportunities to attend events for parents e.g. Curriculum information evenings</li> <li>• Parents have named people they can contact e.g. SENDCO, Headteacher, Designated Safeguarding Lead</li> <li>• Reading journals enable two-way communication between parent and teacher</li> <li>• Option of larger print given for newsletters</li> <li>• Annual school reports are distributed in March each year.</li> <li>• Website contains lots of information</li> </ul>	<ul style="list-style-type: none"> <li>• Parents contribute to Early Years learning journals and opinions are sought to inform EYFS Profiles</li> <li>• Parents run some extra-curricular activities</li> <li>• Parents invited to class and school events</li> <li>• Those parents/carers that have children on the School Support are invited to share their expertise regarding their children through termly meetings with the class teacher to discuss their child's IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers pro-active at inviting parents in to school to discuss any concerns and issues</li> <li>• Children have an individual education plan in place which has SMART targets- reviewed termly with teacher, parents and child.</li> <li>• Parents contribute to SEND Reviews,</li> <li>• Parents invited in to meet the professionals from agencies working with their children following assessments e.g. Cognition and Learning Advisor</li> <li>• Educational Welfare Officer discusses attendance issues if there are concerns</li> <li>• Specific information made accessible, as needed</li> </ul>

### 3. The curriculum

<b>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</b> 	<b>Additional, targeted support and provision for small groups of children (wave two)</b> 	<b>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</b> 
<ul style="list-style-type: none"> <li>• We seek to make the new curriculum 2014 relevant and interesting to all</li> <li>• The curriculum is designed to ensure the inclusion of all children.</li> <li>• All pupils, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>• Outdoor learning is utilised to best effect for all age groups – weekly Forest School Sessions</li> <li>• Assessments completed within school are used to identify students who need specific interventions.</li> <li>• Knowledge organisers are used to support all children – supports long term retention of learning as well as making the knowledge required to be learnt explicit to staff, children and parents.</li> <li>• Read, Write Inc Programme teaches early reading systematically</li> <li>• The curriculum builds upon previous</li> </ul>	<ul style="list-style-type: none"> <li>• Class educational visits, as appropriate to curriculum areas</li> <li>• Extra-curricular activities</li> <li>• Opportunity for pupils in KS2 Y3 to Y6 to go on a residential trip</li> <li>• Intervention groups tailored to address specific needs</li> <li>• Smaller group work allowing for greater support</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for Gifted and Talented to work with children in other schools</li> <li>• Individual programmes e.g. Toe-by-toe (phonics reinforcing scheme)</li> <li>• Individual work with Teaching Assistants or Teacher</li> <li>• Individual provision made as appropriate to cater for interests or needs</li> <li>• Individual resources will be provided where necessary or individual adaptations made e.g. large print papers for visually impaired</li> <li>• If eligible, children may receive extra examination arrangements – scribing or additional time.</li> <li>• In exceptional circumstances, pupils may be exempt from some assessments or tasks. This must be agreed by all involved and may require supportive documentation.</li> <li>• Advice sought from outside professionals to ensure the curriculum</li> </ul>

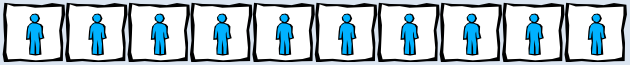
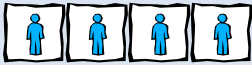

<p>learning and experience, progressively</p> <ul style="list-style-type: none"> <li>• A range of assessments informs planning and activities</li> <li>• Special themed weeks and days take place e.g. Science week Visiting Artist, Visiting Authors and religious and cultural experiences e.g. Daya</li> </ul>		<p>meets the pupil's needs.</p>
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#### 4. Teaching and learning




<p><b>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</b></p> 	<p><b>Additional, targeted support and provision for small groups of children (wave two)</b></p> 	<p><b>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</b></p> 
<ul style="list-style-type: none"> <li>• Variety of teaching methods used allows all learners to learn</li> <li>• Effective environment for learning maintained e.g. good discipline, organised classroom, informative displays, well- resourced</li> <li>• Good staff to pupil ratio in each room</li> <li>• Effective use of Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Small focused group work with a Teacher/Teaching Assistant</li> <li>• Effective 2 way communication between Teachers and Teaching Assistants to inform next steps</li> <li>• Intervention regularly monitored and provision altered as needed</li> <li>• Specialist practical apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised, highly differentiated work provided</li> <li>• Individual Education Plans for individuals and reviewed regularly</li> <li>• Working on a 1:1 basis with professionals or agencies</li> <li>• Specialist equipment supplied where needed and recommended</li> </ul>

<ul style="list-style-type: none"> <li>• Attention to motivation – praise, targets, challenge</li> <li>• Promoting independence, resilience and perseverance</li> <li>• Variety of individual, paired and class work</li> <li>• Attention to differentiation – matching task to ability</li> <li>• Effective and consistent marking and feedback policy</li> <li>• Objectives and expectations are made clear</li> <li>• A range of assessments effectively informs planning and mini-plenaries check understanding</li> <li>• Access to laptops and ipads</li> </ul>	<p>available for those that need it</p> <ul style="list-style-type: none"> <li>• Wide variety of resources available to support small groups</li> <li>• Evaluation using an assess plan to review approach (graduated approach)</li> <li>• On alert pro-forma</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers take account of individual interests when planning work</li> <li>• Graduated Approach</li> <li>• SEND support – individual provision map</li> <li>• If required EHC process</li> </ul>
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## 5. Self-help skills and independence


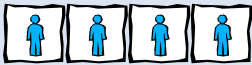

<b>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</b> 	<b>Additional, targeted support and provision for small groups of children (wave two)</b> 	<b>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</b> 
<ul style="list-style-type: none"> <li>• Pupils involved in target setting and self- assessment</li> <li>• Pupils given daily choices – ways of recording, creative writing directions</li> <li>• Pupils know the rules and follow them</li> <li>• Pupils encouraged to use a variety of strategies when needing help e.g. in problem solving and with general work</li> <li>• Encouraged to select own resources e.g. mathematical and scientific equipment</li> <li>• Strategies given for friendship issues/bullying/difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS – mix of teacher directed and pupil led activities to promote independence</li> <li>• Teaching Assistants all know the importance of independence, will support and then allow pupils to try independently</li> <li>• Pupils contribute to interactive displays</li> <li>• Year 6 take responsibility for organising music in assembly</li> </ul>	<ul style="list-style-type: none"> <li>• External agencies are employed to work with children who need specialist support. All staff endeavour to incorporate any advice given by external agencies into whole-school practice.</li> <li>• Individual visual timetable</li> <li>• Diary book to feedback to parents</li> <li>• Pupils with 1:1 support expected to persevere and work independently at times</li> <li>• Pupils with support expected to self-start</li> <li>• Strategies for anger management etc given to individual pupils where relevant</li> <li>• Use of visuals to support needs</li> </ul>

## 6. Health, wellbeing and emotional support




<b>Quality First Teaching - whole school approaches which include differentiation to meets the needs of all (wave one)</b> 	<b>Additional, targeted support and provision for small groups of children (wave two)</b> 	<b>Specialist, individualised support and provision – targeted to meet individual needs (wave three)</b> 
<ul style="list-style-type: none"> <li>• Many assemblies have strong PSHE themes</li> <li>• Weekly opportunities for all to earn certificates and team points</li> <li>• Positive behaviour management strategies are used whenever possible</li> <li>• Importance given to promoting self-esteem and confidence.</li> <li>• PSHE lessons are inclusive and based on One decision: include all pupils and are tailored to the specific class needs.</li> <li>• Health topics re-occur throughout the curriculum and are constantly reinforced</li> <li>• All children encouraged to be active and use of Sports Premium has provided more opportunities for this</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE is given particular importance across the whole school</li> <li>• Y1 and Y6 weighing and measuring</li> <li>• Y1 hearing testing</li> <li>• YR vision test</li> <li>• Visually impaired support as required</li> <li>• Occupational Therapist as required</li> </ul>	<ul style="list-style-type: none"> <li>• Care Plan for specific children are created in collaboration with the School Nurse.</li> <li>• Additional support for children can be requested from the Early Help Hub.</li> <li>• Arrangements made to ensure all children can participate in after-school sporting clubs.</li> <li>• Every effort will also be taken to ensure that all children can access school trips.</li> <li>• Bereavement counselling – Penhaligon Friends</li> <li>• Counselling</li> <li>• Pupils with specific medical conditions e.g. nut allergies, diabetes have individual health care plans</li> </ul>






## 7. Social Interaction opportunities

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<ul style="list-style-type: none"> <li>• All pupils have daily opportunities for social interaction both in and outside the classroom – teamwork, group activities, response partners, different groupings</li> <li>• One Decision Scheme is used</li> <li>• Priority given to ensuring that children behave considerately towards each other (Golden Rules)</li> <li>• Assemblies regularly address this</li> <li>• Strictly applied Anti-bullying policy and Behaviour Policy</li> <li>• Children strongly encouraged to have empathy with others</li> <li>• Adults are approachable and pupils are frequently reminded that school staff are always available to help</li> <li>• Whole school assemblies often provide opportunities for discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to be part of school groups, such as School Council</li> <li>• Sports teams – are expected to display good sportsmanship</li> <li>• Older children interact and help with younger children e.g. a weekly reading roundabout</li> <li>• Visitors invited to school and pupils expected to make them feel welcome</li> <li>• Extra-curricular activities provide extra opportunities for social interaction.</li> <li>• Links with schools in our SMART Academy to ensure children have access to clubs and experiences e.g. joining class trips</li> </ul>	<ul style="list-style-type: none"> <li>• Support for individuals who find it difficult to sustain friendships and make friends</li> <li>• Draw and talk sometimes provided for individuals</li> </ul>




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

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<ul style="list-style-type: none"> <li>• All areas accessible to all children</li> <li>• Risk assessments help us to keep all children safe.</li> <li>• There is a named Teacher responsible for Safeguarding and also a named Deputy Designated Safeguarding Lead.</li> <li>• There is a named lead for ‘Children in Care’</li> <li>• Behaviour and Anti-Bullying Policies are strongly applied and any incidences of bullying, or behaviour that puts others at risk is dealt with effectively.</li> <li>• We have a positive learning environment – good work is celebrated, effort is praised and reward schemes are in operation</li> <li>• Environment is bright and attractive</li> <li>• Staff are well trained so that children are as safe as possible. Training includes Safeguarding, First Aid, Food Hygiene, Health and Safety</li> <li>• Quiet areas are available in the playground</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils contribute to improving the environment</li> <li>• School Council has their own display</li> </ul>	<ul style="list-style-type: none"> <li>• Toilet especially adapted for the disabled is available</li> <li>• Individual reward schemes are sometimes used to address specific issues</li> <li>• Some staff are trained in Team Teach.</li> <li>• Quiet areas can be found for individuals who wish to or need to work quietly on their own (calming down)</li> <li>• Specialist equipment can be provided for individuals as needed</li> <li>• Risk assessment for individuals if appropriate</li> <li>• Advice sought from the physical needs support service.</li> </ul>

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

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<ul style="list-style-type: none"> <li>• Close links with all feeder and transfer schools.</li> <li>• Throughout school, children participate in sports and sometimes other curriculum events at Liskeard School and Community College. All year 6 children have opportunities to attend events at Liskeard School and Community College – the main transfer school.</li> <li>• Comprehensive induction procedures in place by all secondary schools transferred to</li> <li>• Exchange of information with transfer school and liaison between our staff and theirs</li> <li>• Year 6 prepares children by increasingly making them more independent and promoting a sense of self-responsibility</li> <li>• Induction process in place for children starting in our Reception – visits to Early Years settings by our staff and induction week whereby incoming children spend afternoons in school</li> <li>• Opportunity for those transferring from other schools to have a morning/afternoon/day at our school prior to transferring</li> </ul>	<ul style="list-style-type: none"> <li>• Extra visits to secondary school can be made by vulnerable groups of children</li> <li>• Member of our staff can act as support for pupils, offering opportunities to talk through any concerns.</li> <li>• Throughout the year, Liskeard Secondary School provide extra opportunities for SEND or vulnerable children to attend culminating in two weeks Summer School in the Summer term annually</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of children with specific needs meet with Headteacher before child starts school</li> <li>• Teacher Assistant can accompany a child with needs or who is vulnerable to secondary transition visits if felt to be necessary</li> <li>• Extra meetings may take place between feeder/transfer school to prepare for the transition, for children with SEND/emotional needs</li> <li>• Secondary school SENDCO attends year 6 annual statement reviews (and earlier if the parent requests).</li> <li>• 1:1 planned visits as needed.</li> </ul>

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

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<ul style="list-style-type: none"> <li>• General updates by SENDCO given at staff meetings</li> <li>• Staff trained as appropriate in catering for general SEND needs</li> <li>• Staff are trained in Emergency First Aid, Health and Safety, Food Hygiene, Paediatric First Aid and Team Teach</li> <li>• Dyslexia Awareness Training (2020)</li> <li>• Autism Awareness Training (2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Some specialised training in SEND areas by individual staff e.g. dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo has National Award for SEN Qualification</li> <li>• SENDCO regularly attends training to keep up to date including Cognition and Learning Conference</li> </ul>

## 11. Services and organisations that we work with:

Initial advice is sought primarily through the Early Help Hub.

**Early Help Hub: 01872 322277**

[earlyhelphub@cornwall.gov.uk](mailto:earlyhelphub@cornwall.gov.uk)

[www.cornwall.gov.uk/earlyhelphub](http://www.cornwall.gov.uk/earlyhelphub)

This provides links to a range of professionals including the School nurse,

Other services we access: Cognition and Learning Team, Physical and Medical Needs Team, Education Psychologist, Hearing Support Team,

Penhaligon Friends	Supports families and children during bereavement.	01209 210624
Audiologist	SENDCO and Teachers can access audiology professionals for a hearing test.	01872 254905 School Screening Service RCH Treliske
Anti-Bullying Cornwall	Working to make things better for anyone affected by bullying, providing help and support	01872 222447
Dreadnought	A registered charity working with children and young people aged between 7-19 who are experiencing difficulties in their lives – be it emotional, physical or behavioural.	01209 218764 <a href="mailto:team@dreadnought.co.uk">team@dreadnought.co.uk</a>
Social Care	Children or families can be referred to Social Care who offer practical support at home.	0300 1234101
Vision Support Service	Providing specialist support to children, families and schools with children who are blind or partially sighted.	Helen Phatakari 01579 341335
Special Education Needs Information and Advice Support Service (SENDIASS)	This is confidential, impartial free advice, support and training for children with special education needs and or disabilities.(age 0-25)	01736 751921

## **12. Pupil progress**

Teachers continuously assess the progress and attainment of their class as part of the teaching and learning process. Where a child may have a particular need or is making slow or no progress, teachers will arrange a meeting with parents to discuss the way forward. They will also meet with the School Special Needs Co-ordinator to ask for advice. Intervention is likely to be put in place and this is regularly reviewed and amended to ensure that it is effective. The advice of agencies may also be sought.

## **13. How we know how good our SEND provision is**

We monitor our SEND provision carefully and look at the outcomes of the children through looking at their work, analysing data, tracking data, pupil conferencing, staff discussion. Where the desired outcome isn't achieved, further meetings will take place and the intervention/provision will be amended accordingly. Individual Provision Mapping as per the New Code of Practice is used across the school as required.

## **14. If you wish to complain**

We ask that initially parents talk to the child's teacher and SENDCO, Mrs Pipe, who will be able to directly answer any questions and concerns. If the complaint is not resolved satisfactorily, then parents should then approach the Headteacher, who will look in to the matter. If the issue remains unresolved, then the issue should be put in writing to the SEND Governor.

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

## **Answers to Frequently asked Questions**

### **1 How do people in school know if a pupil needs extra help?**

We constantly assess and review children's progress through informal and formal assessments, work scrutiny, observation, discussion with staff and tracking data.

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

Make an appointment to see the class teacher initially or speak to Mrs Pipe, the school Special Needs Co-ordinator.

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

The Local Authority and the School Governing Body is ultimately responsible for your child, but day-to-day responsibility is delegated to the Headteacher and staff.

### **4. How is the curriculum matched to my child's needs?**

Wherever possible, the curriculum will relate to the interests of the children. Children are mainly ability grouped within their class for English and Mathematics and the work is differentiated. Those needing more support will receive appropriate tasks and may work in a small group assisted by a Teaching Assistant. Those who are particularly able will receive more challenging work.

### **5. How do school staff support me/my child?**

We have an 'open door policy' so if you have any concerns, you may make an appointment to see your child's teacher. Teachers will sometimes run sessions on supporting your child with different areas, e.g. reading or will provide information. There is information about supporting your child on our website. Staff support your child by identifying any needs and by addressing them.

### **6. How will I, and my child, know how well they are doing?**

You will be invited in to meet your child's class teacher once a term and will receive an annual written report and the formal assessment results. Teachers regularly discuss progress with the children in their class and they give the children daily feedback through oral comments and written comments.

### **7. How can you help me to support my child's learning?**

There is information on the school website. Homework activities are provided and these relate to the learning in school that week. We share the targets we set at the parent evenings and give you a written copy. If you have questions or would like advice, you are welcome to make an appointment to see the class teacher.

### **8. What support is there for my child's overall wellbeing?**

We have a strong focus on Personal, Health and Social Education throughout the school. Specific provision is sometimes made if individuals or groups have particular wellbeing needs, e.g. friendship issues or anger management. 'Welfare' is an item on every Staff Meeting Agenda and staff share their observations so that where support is needed, it can be provided. We can also contact various agencies that offer help or put you in contact with them.

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

All staff are trained in safeguarding and there are strict procedures to keep the children safe. All new staff undergo police checks to ensure their suitability for working with children. Staff have completed First Aid Training and some staff have a paediatric first aid qualification. Risk assessments are done regularly and updated for educational visits and any area of school life which may carry a risk.

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

Class trips are inclusive for everyone in the class and all Year 6s have an opportunity to attend a residential trip each year. Children, depending on their age, have the opportunity to join clubs and some year group specific events take place, e.g. Bikeability in Year 5 &6.

**11. How accessible is the school environment?**

The school environment is accessible to those in a wheelchair.  
From the security aspect, the school is surrounded by a security fence.

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

Schools will offer advice about how to approach transition with your child, visits are made to transition schools and the transition schools visit ours to talk to the children and staff. They also offer Open Days and Parent meetings so you can find out more.

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

They are allocated by the Governor Finance Committee, into different budget areas. The needs of the children and cohorts are identified and support is then matched, according to level of need and any budget constraints.

**14. How is the decision made about what type and how much support each pupil receives?**

The decision is made by the Headteacher, in discussion with the SENDCO, Governors (where relevant) and the class teachers.

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

Mrs Pipe, the SEND Co-ordinator or Chair of Governors Gary Powell-Jones will be pleased to answer any questions that you have.