



St Wenn School

OUR MISSION 2022: To achieve the unique, whole person who is brave and curious, passionate and kind, responsible and determined. The individual who is equipped to strive confidently ahead.

Our 'School Information Report' for Special Educational Needs and Disability (SEND)

St Wenn is an inclusive school where all Governors, staff, parents and pupils strive to achieve the very best for the children in our care and we want every child attending our school to succeed.

We work hard to enable children to achieve but also to enjoy what they do. We encourage them to laugh and have fun! We support children in all aspects of their learning journey ensuring we meet all their individual needs and give each child an opportunity to show us their potential.

We are committed to meeting the needs of all pupils with Special Educational Needs and Disabilities. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in our school. As a school we believe that every child has the right to the same education regardless of a learning difficulty or disability. We will provide provision required in order for the child to make progress which is tailored to meet their own unique needs. We will ensure that children with SEN engage in all regular activities of the school, so far as is reasonably possible. In meeting our responsibilities, we will follow the SEN Code of Practice. We track and monitor all children closely to ensure we are providing support and intervention as necessary. We believe in the importance of early identification and intervention and strive to notice signs as early as possible and act upon this.

As a school we place great emphasis on keeping staff up to date with the latest training, advice and guidelines. All staff are motivated to provide the best education for all learners including those with SEND. We have staff trained in providing specific support for autism spectrum disorders, speech and language difficulties, sensory processing difficulties, supporting maths and literacy intervention groups and behaviour management.

Our SENDCO is working towards the National Award for SENDCO qualification. We liaise with the necessary professionals, pupils and parents closely to ensure the best possible outcomes for our children with SEND.

We aim to identify children with additional needs as early as possible and to work in partnership with parents. The identification of additional needs follows the Assess, Plan, Do, Review process identified in the SEND Code of Practice.

Assess – The class teacher will meet with parents to discuss any concerns they may have, where appropriate children will also be invited to contribute to this discussion.

Plan – If the child continues to experience difficulties in school then an Action Plan will be completed with input from parents, SENDCO, class teacher, professionals, supporting the child.




Do – This action plan will be in place for a term and children will receive additional support both in and out of the classroom.

Review – After a term all people involved in devising the Action Plan will meet again & discuss progress made and the next steps.




Name and contact details of the Special Educational Needs and Disabilities Coordinator: Grace Smith
Contact details: :head@st-wenn.cornwall.sch.uk Grace Smith

The levels of support and provision offered by our school




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 
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued. Pupil voice is represented in all aspects of school. • Pupil voice is heard through the School Council which is a democratic body voted by the children annually. • Regular PSHCE sessions give children the opportunity to share their views. • Pupil conferencing is used to encourage children to talk about their work and identify next steps in their learning. • One member of staff has 'Trauma Informed Schools' training and has led INSET session for teachers and lead TAs. 	<ul style="list-style-type: none"> • Pupils with SEND are included in all consultation groups. • Children with additional needs are included in the school council if voted for. • Children are regularly given time out to talk with a Teaching Assistant or Teacher. • Pupils with SEND are included in all Pupil Conferencing. 	<ul style="list-style-type: none"> ○ • Individual support is responsive to the views of the child. • Pupils views are an integral part of TAC meetings and SEN reviews; they are invited to attend these meetings where appropriate. • Pupils are involved in next step planning and target setting. • All plans are presented in a format that is accessible to the pupil. • Individual support is responsive to the views of the pupil.

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • Individual parent/carer consultations twice a year. • Statutory Report to Parents at the end of the Summer Term. • Daily informal communication and an 'Open Door Policy.' • Parents are welcome to request a meeting at any time regarding their child. • Parent/carers know exactly who to contact if they have any concerns. • The website and newsletters enable parent/carers to understand more about what their child is learning. Class webpages are updated weekly and children are involved in this process. • Parent/carers are encouraged to join in with school trips. • Parent/carers are invited to support classes in one-to-one reading in class and are invited to work alongside children half termly. Home/school agreement makes roles and responsibilities clear. 	<ul style="list-style-type: none"> • Parents are spoken to and meetings arranged as the need arises. • Families are invited to attend extra-curricular clubs and activities. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework, skills needed to support successful examination arrangements – scribing etc. Parents are able to contact school re concerns at any time. • Links to outside agencies can be found on the website. • Class teachers and SENDCO can meet with parents to discuss concerns. 	<ul style="list-style-type: none"> • Parent/carers are invited to and encouraged to be actively involved in all TAC meetings and reviews. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. • All documentation is presented in a format that is accessible to individual parents/carers. • Parents/carers are involved in the Assess, Plan, Do, Review cycle. Termly meetings to review these by staff and HT. • Parents/carers are encouraged to communicate to their child's teacher/TA through the use of a home/school book where appropriate • 'Communication Passports' are prepared and reviewed half termly. Children are involved in this process and these are available to anyone working within the class.

3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. Our curriculum aligns to the 2014 National Curriculum. • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • The curriculum is adapted so that all children are able to experience success in their learning. • All pupils are able to boost their independent learning and English skills through application throughout the curriculum. • Assessment weeks are scheduled termly and teachers meet to talk about children's progress half termly. • Assessments (including dyslexia testing) are used to identify students who need specific interventions 	<ul style="list-style-type: none"> • Children may be given additional literacy and maths group sessions • Intervention groups are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis including pre and post intervention analysis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: literacy – reading, comprehension, spelling, writing, handwriting number fluency, speech and language and social skills. These are constantly being adapted to the needs of the learner, and new interventions introduced where a need is identified. 	<ul style="list-style-type: none"> • Children are supported in following their interests regardless of their disabilities • Termly APDR meetings to review and discuss children's progress. These can be requested more frequently by school or parents as deemed necessary. Parents are actively involved in all meetings and reviews. • Additional adult support may be given to support a child in accessing all areas of the curriculum. • All children are invited to attend school trips regardless of their disability. • In some cases, children may be given additional ICT support if this enables them to access the curriculum.




4. Teaching and learning

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

<ul style="list-style-type: none"> • High expectation made explicit • Supportive classroom culture • Displays and layout of classroom support learning • Whole class rewards and sanctions • Positive relationships • Range of Teaching Styles and class differentiated outcomes for activities/reinforcement or extension activities • Dyslexia-friendly approach to teaching across the school • Mixed ability groupings/partners/buddy support • Clear success criteria and L/O share • ICT access • IWB pastel coloured background and coloured overlay in books as necessary • Targets used • Green pen marking relates to success criteria and 'Closing the Gap' • Quality Marking – including next steps/response from children expected. • Working Walls • Access to learning support materials – 100 squares, phonics mats etc. • Visual Timetable • Teacher, Adult support and child position in class. (for example on carpet/nearer to the board etc) • Whole Class rewards and sanctions. • Positive reinforcement • Guided reading groups • Marking Ladders/ toolkits 	<ul style="list-style-type: none"> • Pre teach/re teach • Independent learning is supported by use of technology • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision. • Time and support given before responses required • Additional writing and maths intervention specific to need • Speech and Language therapy intervention • Memory intervention where appropriate • 'Funfit' intervention • 'TIS' intervention • Children are supported during independent learning with a variety of resources including: Laptops, netbooks, scribes, writing frames • If the class teacher is working with a small group, the TA supports the class with tasks set by the class teacher • TAs/class teachers work with small groups to ensure understanding, facilitate learning, foster independence and keep students on task • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • 1:1 Daily reading in KS1 where possible • Personalised visual timetable for learning • Educational psychologist • Speech and language therapy service and specialist TA support • TIS • Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc)
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<ul style="list-style-type: none"> • Alternative ways of recording eg. pictorial • Peer assessment built into learning • Effective and higher level questioning evident • Theme days held regularly addressing aspirations and the wider curriculum • Regular trips for each class 		
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Wide range of resources/toolkits available and children taught to use and access these • Children positively encouraged to work independently • Children are taught to recognise when they need help, and to ask a buddy or adult • Children have access to <ul style="list-style-type: none"> - Visual timetables - computers • Displays are interactive and support the current learning • '4Bs' display posters and language use is consistent in all classes 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence. • Memory training where appropriate • Children have access to, timers, overlays, computers • Children may also use task boards, behaviour charts to promote independence • Each lesson is carefully planned to ensure groups of children have the necessary resources to meet the Learning Objective and Success Criteria 	<ul style="list-style-type: none"> • One-one support to teach self-help (this may be from a distance to promote self-help) • Individual visual timetable/TA support • Visual cues • Now/next boards • Students have personalised equipment to help them to learn, such as overlays, pens/pencil grips and rulers • Personalised learning areas and work stations will be used if appropriate to encourage independence




<ul style="list-style-type: none"> All pupils can access homework time at school in liason with their class teacher during breaks and lunchtime 		
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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 
<ul style="list-style-type: none"> Regular PSHCE/ circle times lessons include all pupils. R-Time activities used Children are often invited to be buddies in the playground School Council do surveys regarding emotional wellbeing Children easily communicate with adults and are encouraged to share feelings. All staff listen with respect Fruit is available at playtimes for all children Safeguarding is the responsibility of all members of staff who all know who the Designated lead is Extra-curricular and lunchtime sports clubs. Music specialist playground leaders Links with secondary schools who organise sports and themed days Paediatric First Aid training in EYFS School nurse available through parental 	<ul style="list-style-type: none"> A base is available, when necessary, for vulnerable pupils and those in times of difficulties to take 'time out' and find support at break times. Group sessions are run as needed to support children with low self-esteem, social skills, anger management or mental health/conflict resolution Wellbeing Champion works one day a week monitoring mental health/wellbeing and talking/working with children where needed. 	<ul style="list-style-type: none"> TACs and Early support meetings are attended by medical professionals such as the school nurse STACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. Additional support for students can be requested from - CAMHS - Social Care - Youth Centres - Dreadnought - Aspires - Penhaligans Friends - Music therapy - Cornwall/Duchy/ Truro College Students with specific medical conditions have individual health care plans. These are produced in consultation with parents and relevant medical professionals Additional support for pupils can be requested from the Early Help Hub Pupils with specific medical conditions have individual Health Care Plan All pupils have opportunities for social




<p>referral</p> <ul style="list-style-type: none"> • Risk assessments completed for identified target hazard areas (eg. exit to churchyard) 		<p>interaction, regardless of need</p>
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7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • St Wenn is a school that is smaller than usual and pupils are taught in mixed-age groups. • Lessons are appropriately differentiated to ensure that all pupils are learning at a suitable level, including those with SEND or the very able. • Pupils are organised in 4 houses in off-time table days. • All pupils attend /participate in school clubs, school trips, sport competitions, charitable events TA support through classroom activities/questioning • There is a named Child Protection Officer and 'DSO (and DDSO). All staff are trained in safeguarding • Teachers focus on rewarding good behaviour to promote a positive learning 	<ul style="list-style-type: none"> • The school has invested in excellent, high quality lunch time provision to ensure that all pupils have a positive experience. • We have a disabled toilet available • Clubs are inclusive and lead by trained professionals. 	<ul style="list-style-type: none"> • Individualised support, such as social stories, one-to-one support, specialised equipment, will be offered where necessary.

environment		
<ul style="list-style-type: none"> The rewards and sanctions system is robust and displayed around the school 		




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 
<ul style="list-style-type: none"> Most areas of the school are accessible to everyone including those students with SEND. We have one class upstairs. Classes would move classrooms if needed to ensure the child could access their classroom. Children feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. Every class has: word walls, spelling mats, visual timetables, colour coded displays and number lines A tool kit for literacy/maths is accessible Children have access to whiteboards, digital cameras and laptops Working Walls in the classroom assist learning) and encourage interaction. Flexible learning – inside and outside Book corners in classrooms Water available in all classrooms Library Areas of the playground designated for 	<ul style="list-style-type: none"> We have a disabled toilet available. Rooms/spaces available for intervention Named adults are trained in Positive Physical restraint methods (Team Teach) 	<ul style="list-style-type: none"> Specialist equipment in practical lessons enables disabled students to be independent.

Commented [H1]:

<p>different activities specifically during lunchtime.</p> <ul style="list-style-type: none"> • Classrooms are well-organised and clutter free. • Classrooms, playground and field are accessible for all children-ramps and handrails • Toilets are adapted accordingly-wheelchair access and changing facilities, including wet room with shower • Designated Child Protection Officer • Rewards and sanction system is in place and displayed and used throughout school 		
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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> 
<ul style="list-style-type: none"> • We have a pre-school in the same room as Reception so lesson introductions, stories and rhymes are often shared • There is a Parents' Information Evening lead by the Pre-school teacher and HT • From Class to Class information is shared including reading book bands, social skills, attainment, APDR's and other information as deemed necessary. • There are good links with local secondary schools to ensure the transition from KS2 to KS3 is as smooth as possible. Year 6s all attend a transition day and their new 	<ul style="list-style-type: none"> • Students identified as possibly struggling with transition have additional visits in small groups e.g. Bodmin College organise an extra transition visit in July for those with SEND. • SENDCo from St Wenn meets with secondary SENCOs to pass on information to aid with the smooth transition • Visual cues/photographs to promote positive transition 	<ul style="list-style-type: none"> • Children have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • HT attends all annual EHCP • 1-1 visits to secondary placements • Early identification of 'key worker/mentor' to help build familiarity (as required) • Identified transition in the summer

<p>tutor comes to school to meet them. Throughout the year Bodmin organise other days for the older children to attend e.g. science day.</p> <ul style="list-style-type: none"> • Meetings are held between the present and the next class teacher • Move up day in summer term • Home/school visits for pre-school/reception children • Transition programme for new reception children • Induction meeting for parents • Induction meeting for new classes 		<p>term</p> <ul style="list-style-type: none"> • Advice from other agencies to support individual transition • Early support meetings
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Educational psychologists are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them. They will only be involved if permission is gained from parents.	<p>0300 123 4101</p> <p>Free advice line 01872 324242 2-5pm Wednesday</p>
Behaviour Support Service	The Education Behaviour support service offers frontline support with pupils and helps build capacity in schools to support challenging behaviour	Suzanne Richards

Hearing support	The hearing support team provides specialist support to meet the needs of infants, children and young people throughout the county of Cornwall who are affected temporarily or permanently by some degree of educational significant hearing loss	01726 61004
Vision Support	The vision support team are a group of specialist teachers who work with children and young people with a diagnosed visual impairment in their homes, early years settings and schools to enable them to overcome barriers to their education by vision loss.	0300 123 4101 Theresa Maunder, Vision Support Team – 01579 341 335
Education Welfare Service	The Education Welfare Service is aiming to reduce truancy within Cornwall through anti-truancy schemes operating in certain areas in the county. This is a joint initiative between the Council and Devon and Cornwall Constabulary. The Education Welfare Service can also offer support and help to pupils, parents, carers and schools who may be having problems with attendance.	0300 123 4101 01872 323 400
Social Care The Social Care Team	work together with families to ensure all children's needs are met. Consideration of children's welfare and best interests will always be at the	0300 123 4101 01726 61858

	centre of the work that is undertaken	
Speech and Language	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing. They will deliver sessions in school as well as provide advice and resources for teachers and parents.	01208 834488 Refer via The Early Help Hub – 01872 322 27
ASD Team	The Autism Spectrum Team is a service supporting young people with autism of school age. The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families.	0300 123 4101 / 01872 324 242 Refer via The Early Help Hub – 01872 322 277
School Nurse	The School Nurse Team provides community health services to children and young people and mental health and learning disability services to people of all ages.	01208 834600 Refer via The Early Help Hub – 01872 322 27
Early Years Inclusion Service (EYIS)	If pre-school children have significant learning, physical, emotional or social needs they may be supported by the Early Years Inclusion Service. The Early Years Inclusion Service becomes involved following a request from a pediatrician, health visitor, speech and	0300 123 4101 / 01872 324 242 Refer via The Early Help Hub – 01872 322 277

	language therapist, parent, child minder or early years setting.	
Dyslexia Team	The Dyslexia Team support the needs of dyslexic children or children with dyslexic tendencies in education. We support schools to ensure appropriate provision is provided for dyslexics.	0300 123 4101 / 01872 324 242
Children's Community Therapy Service	This service has specialist Physiotherapists, Occupational Therapists and Dietitians who treat children who have physical or sensory difficulties, developmental delay, under-nutrition or excessive weight gain.	01872 254531 / 0300 123 1116
Child and adolescent mental health service (CAMHS)	The service helps children and young people deal with emotional, behavioural and mental health issues.	
Children's Psychology Service	Service includes Autism Spectrum Team, Early Years Inclusion and Educational Psychologists.	01872 324 242
Audiologist	SENDcO and teachers can access audiology professionals for a hearing test.	01872 254905 School screening service 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,	01209 218764 team@dreadnought.co.uk

	physical or behavioural.	
Social Care	Children or families can be referred to Social care who offer practical support at home.	0300 1234101
Special Education Needs Information and Advice Support Service (SENDIASS)	This is confidential, impartial free advice and training for children with SEND (age1-25)	01736 751921

12. Pupil progress:

St Wenn have an assessment and review cycle in which all children's progress is monitored closely. They are assessed using assessment tools as well as on the work they produce in class. The pupils are involved with self-assessments at the end of learning tasks and against learning outcomes in lessons. Considering personalised targets pupils, parents and staff are involved with reviewing the successes of these and setting new goals and targets including celebrations of their achievements and successes. Parents are invited to attend parent consultation evenings to discuss their child's progress and targets. Children on the record of need also have an action plan and parents are invited to be part of the writing and review of action plans.

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

We are always monitoring and evaluating the quality of our SEND provision. We monitor our provision through governor monitoring visits, HT observations and learning walks and conversations with pupils. We then put in place a development plan to lead SEND forward. We also ask parents for feedback and comments during review meetings. Our SEND provision is evaluated by outcome. We ask how well did it work? We look at how much it helped pupils. We can see how well provision has worked by the progress the children have made in the area in which they were struggling through our rigorous assessment cycle.

14. If you wish to complain:

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN. Concerns may be escalated if necessary to the Chair of Governors (Doctor Tessa Cubitt).

Parents may ask the LA to conduct a statutory assessment (Educational Health Care Plan) for their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made. If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEND for the child the parents again have the right to appeal to the SEND Tribunal.

Answers to Frequently asked Questions

1 .How does your school know if children/young people need extra help?

Early identification is a key. All children are monitored and progress is tracked by class teachers and overseen by SENDCO and HT.

2. What should I do if I think my child may have SEND?

In the first instance, please refer to your child's class teacher. If you are not satisfied, then please refer to the Special Education Needs Co-ordinator and/or Headteacher

3. How does your school know if children need extra help? What should I do if I think my child may have special educational needs?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- if limited progress is being made
- if there is a change in the pupil's behaviour or progress

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

The class teacher is the initial point of contact for responding to parental concerns. If you still have concerns, then contact Sally Berry, Headteacher

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

School is responsible for providing the curriculum in a way that enables your child to make progress and be successful.

- Your child has a responsibility to make sure that they participate and make the most of the opportunities that they have been given to make progress and be successful by having a good attitude to learning.
- You as parents are responsible in ensuring that home learning is completed and your child is supported. You have a responsibility to make sure that your child is ready to come to school prepared to make progress and be successful.

6. How will the curriculum be matched to my child's needs?

When a pupil has been identified as having additional needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group

to target more specific needs. If a child has been identified as having an additional need, it may be necessary to complete an Action Plan (Assess, Plan, Do Review) detailing the support they will receive. An Action Plan will be decided on together with parents and class teacher. These will be monitored by the class teacher and reviewed at least three times per year. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

7. How will school staff support my child?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or Mrs Berry

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

There is a named Child Protection Officer in the school; Mrs Sally Berry, who is responsible for monitoring Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

You will be able to discuss your child's progress at Parents' Consultations. At St Wenn we have an open door policy. Appointments can be made to speak in more detail to the class teacher or Mrs Berry by visiting the school office.

9. How will you help me to support my child's learning?

The class teacher may suggest ways of how you can support your child. Your class teacher or the Head of School may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs. If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

10. What support will there be for my child's overall wellbeing?

St Wenn offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: support from members of staff such as the class teacher and teaching assistants who are readily available for pupils who wish to discuss issues and concerns; Action Plans to support children in developing emotional wellbeing.

If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Relevant staff receive epipen training delivered by the school nurse. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. There are members of staff with paediatric first aid training.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise to support a child's additional needs. Please see above for a list of the agencies we work in partnership with. Parental consent will be gained before referrals are made.

12. What SEND training have the staff at school had or are having?

Different members of staff have received training related to SEND. These have included sessions on: - How to support pupils on the autistic spectrum. - How to support pupils with social and emotional needs. - How to support pupils with dyslexia. - How to support pupils with sensory processing difficulties - How to support children with Speech and Language difficulties

Michelle Smith (SENDCO) gained the qualification 'National Award for Special Educational Needs Co-ordination'.

SEND training is an ongoing process and staff training sessions are arranged throughout the year according to the needs of the children within the school.

13. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

14. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and strive to do all we can to meet children's needs. Facilities we have at present include: ramps into school to make the building accessible to all.

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

Many strategies are in place to ensure the pupil's transition is as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- The Headteacher is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Sally Berry or the classteacher will liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the secondary school SENDCO, the parents/carers and, where appropriate, the pupil.

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources; this will depend on an individual's needs. The additional provision may be allocated after discussion between the Headteacher, class teacher, parents and children where an Action Plan will be completed. Resources may include deployment of staff depending on individual circumstances.

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

These decisions are made in consultation with class teacher and Headteacher. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

18. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact your class teacher or the school office to arrange a meeting with the Head of School.

19. What should I do if I feel that the Local Offer is not being delivered or is not meeting your child's needs?

If you feel that the Local Offer is not being delivered or is not meeting your child's needs then in the first instance make an appointment to come and discuss the issues with the Headteacher.

20. How is your local offer reviewed?

Our Local Offer will be reviewed annually in conjunction with staff, children and parents.

21. Who can I contact for further information?

- **School**
- **The family information service website have a lot of useful information in regards to what is on offer countywide.**
- **The local authority**