



Our SEN information report

Treloweth school has an inclusive ethos and aims to ensure children's entitlement to a broad, balance and relevant curriculum by setting suitable learning challenges, responding to children's diverse learning needs and by overcoming potential barriers to learning. The school is aware of the fact that, vital to a child's progress, is a healthy self-esteem and, to this end, a range of opportunities exist to develop personal and social skills, self-esteem and confidence. Tolerance and acceptance of others is an explicit aspect of the school ethos.

All adults within the school respond to children's diverse learning needs by considering that:

- The learning environment is appropriate
- The children are motivated and able to concentrate
- Teaching approaches provide equality of opportunity
- Personal targets are set for learning
- Appropriate approaches to assessment are used.

We are pro-active in our support of individuals through the Pastoral Team, (which includes a Behaviour Support Worker and Learning Mentor) the Achievement for All programme and professional development for staff.




Our whole school ethos is "Dream, Believe, Achieve," and we actively promote the four Rs - **Resourcefulness, Reciprocal, Reflectiveness and Resilience** in all aspects of school life and beyond in order to develop pupil's life skills ensuring their readiness for the future.

Name of the Special Educational Needs/Disabilities Coordinator:

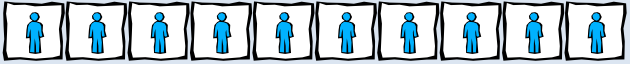
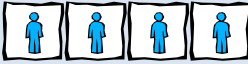

Lesley Osborne 01209 216192

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 heard through: <ul style="list-style-type: none"> Annual Whole School Review Pupil conferencing Learning to Lead 	<ul style="list-style-type: none"> Pupils with SEND are included in all consultation Groups 	<ul style="list-style-type: none"> Our Learning Mentor acts as an advocate for targeted children. Individual support is responsive to the views of the Pupil Pupils are an integral part of TAC, PEP and SEN reviews. Pupils play an active role in determining Individual learning plans and mini targets in the classroom.




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The parents/carers of all pupils are invited to parent/pupil consultation meetings each term and attendance is high • Reports are sent home twice each year. • The school website enables parents/carers to understand more about what their child is learning • We are part of the Achievement for All programme with a targeted focus on parent partnership. • Throughout the year parents are invited to attend information sessions and homework presentations. • Parent's views are sought in the Annual School Review and throughout the year. • Parents are encouraged to support their children in their homework and attend homework presentations. • Home visits take place for all children in EYFS and there is an induction for all pupils new to the school. 	<ul style="list-style-type: none"> • Family Learning offers programmes to EYFS parents • Reading Together is offered to Year 1 parents • The school is commended for their partnership work with outside agencies. • Parents are encouraged to act as parent helpers both in the classroom and on educational visits. 	<ul style="list-style-type: none"> • The Behaviour Support Worker and Learning Mentor work closely with parents to support their children's emotional well-being. • Where a need cannot be met within the school the families are signposted to the relevant agencies. Parents are an integral part of TAC, PEP and SEN reviews.




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> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all pupils. • All pupils, regardless of their ability and /or additional needs have full access to the curriculum. • Speech and language opportunities are developed across the curriculum • The school has achieved Dyslexia Friendly status and promotes Quality first Teaching. • Assessments, (including dyslexia and cognitive ability tests) are used to identify pupil's needs. 	<ul style="list-style-type: none"> • A dedicated speech and language Teaching Assistant delivers speech and language interventions. • The school works with the equality and diversity team to ensure a smooth transition for EAL pupils and identifying their learning needs. • An additional teacher provides an extra English group in year 6. Smaller groups enable more focussed learning opportunities. • Reading Recovery takes place in Y2 and Y3. • Intervention programmes are bespoke and needs led. • Small group interventions includes: <ul style="list-style-type: none"> ➢ Pre and post teach ➢ English ➢ Maths ➢ Reading ➢ Handwriting clubs ➢ Spelling ➢ Speech and language <p>Social skills</p>	<ul style="list-style-type: none"> • Teaching assistants are employed to support the inclusion of children with EHC plans • Pupils with specific need receive adult support as appropriate in order to access the curriculum




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> 
<ul style="list-style-type: none"> • The whole school uses a Quality First approach to teaching and learning where precision teaching and outcomes are used to ensure the progress of all pupils. • Learning opportunities for pupils are inclusive and address the different learning styles of pupils. (Visual, auditory and kinaesthetic.) • Learning intentions and success criteria are shared with pupils in e each lesson. • Feedback promotes pupil independence and responsibility for their own learning. • Wow days and educational visits provide experiences and create motivation for learning 	<ul style="list-style-type: none"> • Teachers act as the lead professional within the classroom and direct the teaching assistants in their work with children. • Learning plans are used to provide clear structure with objectives and intended outcomes for focussed interventions. These are monitored on a six week basis. 	<ul style="list-style-type: none"> • Individual Learning Plans are used to provide clear structure with objectives and intended outcomes for focussed interventions. These are monitored on a six week basis. • One to one support is in place for students who need more focussed help. • Outreach from specialist provision is requested as required. • The school works alongside specialist provision when pupils are on dual role. • Recommendations from outside professionals are considered when planning Individual Learning Plans.

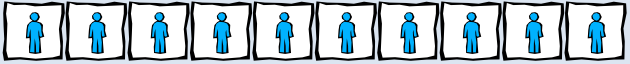


5. Self-help skills and independence

<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> 
<ul style="list-style-type: none"> • Promotion of pupil independence and life skills through the 4Rs – Resilience, Resourcefulness, Reflectiveness and Reciprocity. • Technology is available to aid independent learning • A homework Club is available for all children. • Pupils have access to visual timetables and traffic light systems in the classroom. 	<ul style="list-style-type: none"> • A Nurture Group is in place for Targeted Year 1 and EYFS children • The Forest School programme promotes pupil's life skills and is targeted at Year 1 and EYFS children. • In Year 4 there is a targeted "Pyramid Trust" after school group. • Bishops Forum which promotes pupil life skills through outdoor adventure is targeted in Year 5 	<ul style="list-style-type: none"> • Children with more complex learning need have access to specific technology and equipment. Adults are trained to manage this within the classroom. • The Learning Mentor and Behaviour Support Worker works with targeted pupils. • For some children independence and responsibility for learning is promoted through behaviour plans and the use of self- help cards. • Some children use personal visual timetables and other visual resources such as now and next boards/ timers etc.




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The Pastoral Team meets weekly to consider individual pupil concerns brought by class teachers. A pro-active approach is used to address those issues. • A system of rewards and sanctions is in place across the school. Children strive not to lose their weekly Golden Time. If successful they receive a termly treat and a yearly medal. Children are motivated and the numbers achieving the rewards increases year on year. This system is shared across the school community • Promotion of pupil independence and life skills through the 4Rs – Resilience, Resourcefulness, Reflectiveness and Reciprocity. • Within the School Improvement Plan there is a whole school drive to promote healthy lifestyles • Children are invited to a before –school daily Wake and Shake session. • Circle Time is used in every classroom. 	<ul style="list-style-type: none"> • A Nurture Group is in place for Targeted Year 1 and EYFS children • The Forest Schools programme promotes pupil’s life skills and is targeted at Year 1 and EYFS children. • In Year 4 there is a targeted “Pyramid Trust” after school group. • Bishops Forum which promotes pupil life skills through outdoor adventure is targeted in Year 5 • A targeted “Good to Be Me” group is in place. This focuses on a healthy lifestyle • A variety of active after school clubs are on offer, e.g.: Gym Club Football Club Zumba Club Netball Club Running Club Multi-skills Club Rounders Club • Year 4, 5 and 6 access swimming lessons for one term. 	<ul style="list-style-type: none"> • The Learning Mentor and Behaviour Support Worker support targeted pupils. • Additional support from an Educational Psychologist is bought in above and beyond the statutory offer. • We are pro-active in using our links with outside agencies to support individual children and families. E.g.: CAMHS Social Care Dreadnought Penhaligon’s Friends Art Therapy Occupational Therapy Speech Therapy Family Support Team Gweres Kernow • Pupils with specific medical conditions have individual Healthcare Plans.

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"> • All pupils have opportunities for social interaction regardless of need. • All pupils belong to a class group and are a member of a school house. • Funding is provided for all students towards educational visits and WOW days. • Visitors to the school are welcome for class talks, assemblies and presentations. • There is a whole school approach to encourage pupils to welcome visitors and treat them respectfully. The children are commended on this time and time again in feedback from visitors. • There is a whole school focus on keeping safe with a particular focus on online safety. We are one of the first schools to have gained the CEOP Award which assesses steps taken to ensure e-safety against a national standard. • Children present good work assemblies and take part in a Christmas production. • Families are invited to an end of year presentation ceremony to celebrate their child's achievement throughout the school year. 	<ul style="list-style-type: none"> • Older students are involved in paired reading with younger students. • School minibuses are used to remove transport barriers for pupils. • A Nurture Group is in place for Targeted Year 1 and EYFS children • The Forest Schools programme promotes pupils' life skills and is targeted at Year 1 and EYFS children. • In Year 4 there is a targeted "Pyramid Trust" after school group. • Bishops Forum, which promotes pupil life skills through outdoor adventure, is targeted in Year 5 • Older children are happy to show visitors around the school. • Children take part in community events e.g.: Murdoch Day St Piran's Day Festival Of Light Community Carol Service 	<ul style="list-style-type: none"> • Learning Mentors and TAs use Social stories with individual students. • A buddy system is in place in the playground to support less able/confident pupils.

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




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<ul style="list-style-type: none"> • The whole school site is secure and the Annual Review shows that this is appreciated by Parents. • All areas of the school are accessible to everyone including those pupils with SEND. • The Annual review shows that pupils feel safe in an environment where bullying is minimal and dealt with effectively. • There is a named Child Protection Officer, Designated Safeguarding Officer and Deputy and a named Child in Care Teacher. • The school environment is inviting, interactive and supports learning. Non-negotiables ensure consistency across the school. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and children respond positively. • The recent investment in outdoor learning opportunities has had a positive impact and reduced playground incidents. • Regular health and safety checks are made throughout the school. 	<ul style="list-style-type: none"> • The Behaviour Support Worker and Learning Mentor offer quiet and supervised area for times when children find it difficult to cope in lessons. • We have a dedicated meeting room to ensure privacy and confidentiality. 	<ul style="list-style-type: none"> • There are named adults who are Team-teach trained. • Classrooms are made accessible for those children with sensory needs. The EYFS has a separate purpose built outdoor area.

<ul style="list-style-type: none"> • Staff are trained in safeguarding and risk assessment. • Risk assessments are carried out before every educational visit and the introduction of new equipment. 		
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9. Transition from year to year and setting to setting

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"> • There are strong links with feeder secondary schools. • There are strong links with feeder Nurseries and the Children Centre on site. • There is a planned moving up day in the summer term where all pupils meet their new teacher and spend the day in the new classroom. 	<ul style="list-style-type: none"> • The Pastoral Team identify pupils who may need extra support at transition from KS2 to KS3 and liaise early with the receiving school. • Year 2 experience playtimes in the KS2 playground during the summer term. • The EYFS teachers visit feeder Nursery settings prior to children starting school. Nursery children visit the EYFS classes throughout the summer term. • Home visits take place for all children in EYFS and there is an induction for all pupils new to the school. • EYFS and Year 1 Teachers work closely to ensure a smooth transition from EYFS to KS1. 	<ul style="list-style-type: none"> • The Annual Review of Statement/EHC Plan at Year 5 plans in advance for secondary transition. • Designated staff work closely with pupils who are transferring from other schools to ensure a smooth transition. • Training is accessed from the Early Years Inclusion Service for EYFS staff when children with more complex needs are joining the school.

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

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> Achievement for All Structured Conversations Makaton The Use of Visual Supports in School. Termly whole staff SEN training and updates Foundation Degree in Teaching and Learning (SEN element) Safeguarding Tier 2 Bereavement and Critical Incident in Schools Five to Thrive – Early Intervention The Impact of Trauma and Suicide in Schools The Role of the SEN Governor Introduction to Equality and Diversity Mental Health Matters Toxic Childhood Solution Focussed Working Positive Parenting 	<ul style="list-style-type: none"> Safeguarding Tier 3 Effective Target Writing Attachment PG Cert SEN ASD Friendly Classroom Dyslexia Friendly Classroom Social Communication Transition Nurture Group Forest Schools From Counting to Calculating Every Child A Talker The Impact of Trauma, Abuse and Neglect on the Developing Brain Aiming High for Disabled Children Early Support and the Role of the Lead Professional 	<ul style="list-style-type: none"> Team-teach Supporting Hearing Impaired Children in the Classroom The Impact of Sensory Processing Difficulties Neuro Linguistic Practitioner Accreditation Supporting Visually Impaired Children in the Classroom PECS Basic Training Portage Workshop

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Speech and Language Therapy Service	Assess and make recommendations for children with language difficulties including expressive language (speaking) and receptive language (understanding.)	01208 834488
Educational Psychology Service	Assess and make recommendations for children with more complex learning needs.	01209 614175
CAMHS	Assess and make recommendations for children with emotional difficulties or mental health problems.	01872 321400
Social Care	Co-ordinate support for families with more complex difficulties.	0300 1231116
Family Support Team	Support families in the home when difficulties arise.	
Occupational Therapy Service	Assess and make recommendations to support children who are experiencing difficulties in the school environment.	01872 252531
Physiotherapy Service	Assess and make recommendations for children with physical difficulties.	01872 254531
ASD Team	Support schools and families of children with a diagnosis of Autism Spectrum Disorder.	0300 1234101

Achievement For All	A national charity that supports schools in transforming the lives of the most vulnerable pupils.	www.afa3as.org.uk
Educational Welfare Service	Support for schools and families in dealing with attendance issues.	0300 1234101
Children in Care Team	Provide support for Children in Care and their families/carers.	01873 323565
Family Learning	Provide families with the opportunity to learn Together.	01872 327520
Barnardos	Helping the UK's most vulnerable children, young people and their families	01736 361868
Penhaligon's Friends	Support young people who have been bereaved as well as providing support for schools when a bereavement or critical incident occurs.	0845 6071943
Hearing Support Team	Support schools and families in supporting children with hearing impairments in Cornwall.	01209 612702/01726 61004
Visual Impairment Team	Support schools and families in supporting children with visual impairments in Cornwall.	0300 1234101
Dyslexia Service	Assessments and support for children with dyslexia.	0300 1234101
School Nurse	Health support for children and families.	01209 318523
Physical Disabilities team	Provide support for children with	01209 616962

	physical disabilities who attend mainstream schools.	
Gweres Kernow	Provide information and advice to young people about sexual health.	01872 326791
Cornwall Parent Partnership Service (SENDIASS)	Provide independent information, advice and support for children and families with Special Educational Needs and Disabilities.	01736 751921
Family Information Services	A hub of information for services for children and families in Cornwall. Our School's Local Offer is also published here.	www.cornwallfisdirectory.org.uk
NSPCC	Help children and families throughout the UK to deal with issues such as domestic abuse.	01872 245230
Augmented and Alternative Communication team	Support children with more complex communication needs through the provision of communication technology and specific resources.	01208 834488
Behaviour Support Service	Advise and support on behaviour management in school.	0300 1234101
Early Support	Support in the co-ordination of services for those children with Additional Needs.	01872 322972
Early Help	Provide positive, preventative and early help for children and young people to improve their wellbeing.	01872 326324

If you have any questions about our school please do not hesitate to contact either Karen Brokenshire (Headteacher) or Lesley Osborne (Special Educational Needs Co-Ordinator) on 01209 216192 or please do come into school for a visit.

12. This is how we:

- a. Assess and review the progress of our children/young people's progress towards outcomes.

All pupils are set achievable targets which are reviewed each half term. Pupil's assessments form the basis of pupil progress meetings with the Headteacher. In addition pupils have mini targets which are identified small steps to the overarching target. These can be found at the front of their work books and are closely monitored by the Class teacher.

- b. Evaluate the effectiveness of our provision for children and young people with SEN.

Pupils with Special Educational Needs have Individual Learning Plans which identify specific targets. When setting these targets recommendations from other Professionals are considered. Learning Plans are reviewed at the end of each half term and an evaluation made of the child's progress and next steps identified.

- c. Handle complaints about the provision made at school.

The school operates an open door policy where Parents are invited to come and discuss any concerns with their child's Class teacher and/or the Headteacher. The school prides itself on working with Parents to resolve any issues that may arise.

If a Parent wishes to make an official complaint the School Complaints Policy is available on the School website.

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