

**Delaware Primary Academy**  
**Our DSEN Information Report (School Offer)**  
**2021-2022**

At the Delaware Primary Academy, the staff work hard to ensure all children's needs are met and that the school is a happy and safe place for them to be. In order to achieve this, many steps are taken to support them through their learning journey. Quality teaching is vital, however for some children there are occasions when additional support may be needed to help them achieve to their full potential.

Here at the Delaware, the Special Educational Needs Co-ordinator is Mrs Hannah Prinn. She is responsible for coordinating the provision made to support individual children with SEND. Regular liaison between her and the school staff ensures that pupil progress is monitored and plans are implemented to support children where progress is slower than expected. As a school, we work with a wide range of external agencies such as Educational Psychologists, the hearing support team, the dyslexia support service, the ASD team and speech and language therapists who are able to give specialist advice. Mrs Jo Thomas and Mrs Jane Cansdale are our ARB (Area Resource Base) teachers and are responsible for the children who are taught in the base. The children have a diagnosis of ASD and are allocated a place here via the Local Authority. If your child attends the ARB you may decide to speak to Mrs Thomas direct but you are, of course, still able to make an appointment to see Miss Lockyer.

The school has an accessibility plan which details improvements that could be made to ensure that the school is fully accessible to meet the needs of people with additional needs. We consider any changes to the environment on an individual basis.

**Name of the Special Educational Needs/Disabilities Coordinator: Mrs Hannah Prinn**

**Contact details: 01822 832550**  
[hprinn@bridgeschools.co.uk](mailto:hprinn@bridgeschools.co.uk)

Link to Special Educational Needs Policy  
<https://www.delawareprimary.co.uk/Policies/SEND>

Link to Equality and Diversity Policy  
<https://www.delawareprimary.co.uk/Policies/Equality>

Link to Accessibility Plan/Policy  
<https://www.delawareprimary.co.uk/Policies/Equality>

## 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"> <li>• Children respond to their teacher's marking and feedback</li> <li>• We have an active school council made up of representatives across the year groups.</li> <li>• Informal discussion</li> <li>• Termly consultations with parent/carer, child and teacher</li> <li>• School council</li> <li>• Questionnaires</li> <li>• Pupil conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Children with special educational needs and disabilities are encouraged to take part in all forms of consultation and are well represented in all school groups.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 sessions with identified adults including TA's, the SENCO and PSA</li> <li>• Access to specialists such as the school nurse or family support workers.</li> <li>• Children's own voice is sought and heard during 'Team Around the Child' meetings through direct involvement or advocacy, using age appropriate language and formats.</li> </ul>

### 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"> <li>• Termly parents evenings</li> <li>• Parent forums</li> </ul>	<p>Information in the form of posters and leaflets about services which may be of interest to</p>	<ul style="list-style-type: none"> <li>• Signposting parents and carers to provision such as SENDIASS</li> </ul>

<ul style="list-style-type: none"> <li>• Share and learn afternoons</li> <li>• Open door policy</li> </ul>	<p>parents/carers of children with SEND is displayed on the notice board near the school office and PSA room.</p>	<ul style="list-style-type: none"> <li>• Referrals made to teams such as Family Support Workers / Disability Social Workers</li> <li>• Team Around the Child (TAC) meetings and SEN reviews are held at times convenient to parents and carers. Parents' views are sought, listened to, recorded and acted upon throughout the TAC process in order to secure the best possible outcomes for children.</li> <li>• When outside professionals come into school to observe or work with individual children, parents are either invited to meet with them on the day or to discuss and share reports at a later date.</li> </ul>
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### 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"> <li>• Differentiated curriculum - the learning and work is carefully matched to the needs of the children</li> <li>• Opportunities for learning beyond the classroom (trips and visits)</li> <li>• Innovative approaches used including Talk for Writing, Mathletics and Karate Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Small group interventions such as 'Sums Up' for maths, reading top up groups, social skills groups and handwriting support.</li> <li>• Enrichment opportunities for children identified as having specific abilities, gifts or talents</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 interventions such as precision teaching, speech and language and sensory input</li> <li>• ARB - individualised planning taking individual interests into account</li> <li>• In some cases, children benefit from more intensive intervention on a one-to-one basis. Often these interventions</li> </ul>

		<p>take the form of a tailor-made package to suit the individual needs of the child and may be drawn up with the support of an outside professional such as an Educational Psychologist, speech therapist or dyslexia advisor. Wherever possible, children are taught strategies which they can use in the classroom to function independently without having to rely on adult support.</p> <ul style="list-style-type: none"> <li>• We seek opportunities for individualised bespoke enrichments for children with additional needs</li> </ul>
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#### 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"> <li>• We follow the National Curriculum across the school</li> <li>• We enrich our teaching with visits out of school and through inviting visitors into school</li> <li>• We have music teachers who come in to school to teach children piano and guitar (this is at a cost to the parents)</li> <li>• We have pre and after school child care facility called Kids Club which runs daily</li> </ul>	<ul style="list-style-type: none"> <li>• We use an electronic tool called B Squared for tracking small steps of progress.</li> <li>• Where children need focused support with an aspect of their learning, the teacher or TA will work closely with a small group of children with similar needs. Often this happens within the classroom but sometimes groups may go to another quiet area to work. Teachers show this focused support in their planning which is shared with</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 / small group teaching for those children who need it</li> <li>• Sensory integration opportunities are incorporated into timetables for those children with sensory processing needs.</li> <li>• Individual workstations are created within classrooms when this will have a positive impact on individual progress.</li> <li>• When children need intensive adult support in school, teachers and TA's put systems in place to enable children</li> </ul>

	<p>TA's. During tests and SATs, adult scribes and readers are provided for those children who need them and extra breaks are built in when necessary.</p>	<p>to learn as independently as possible. Teachers ensure that these children have regular input from the teacher as well as from TA's. A variety of methods are used for individual teaching and learning. These include precision teaching, computer work, use of practical apparatus and lots of games</p> <ul style="list-style-type: none"><li>● Individual Provision Maps/IEP's are written which set out the targets that the children need to work towards. These are created with parents and children and are reviewed regularly.</li></ul>
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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"> <li>We aim to give children a thirst for learning so that they can develop into independent learners able to respond to the ever changing demands of daily life. Classroom environments are designed to foster independence so children are able to access the resources they need without having to ask. Learning prompts and aids such as visual timetables, key word lists and practical apparatus are readily available so that children do not have to rely on adult help. Computers and iPads enable children to follow their own lines of enquiry and extend their learning independently.</li> </ul>	<ul style="list-style-type: none"> <li>Some children have their own learning aids close to hand at all times. These might include coloured overlays, personalised word lists and computers / tablets.</li> <li>TA's focus on enabling children to work independently. For example, rather than writing for a child who has difficulties with fine motor control, he or she will ensure that the child is able to use sound buttons or computers to record their ideas.</li> <li>Alternative methods of recording</li> </ul>	<ul style="list-style-type: none"> <li>Independent skills are targeted in IEPs</li> <li>Use of TEACCH schedules, which uses visual signs and symbols and predictable routines which enable children to feel secure enough to complete tasks independently.</li> <li>Backwards Chaining concept to support independence</li> </ul>

## 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"> <li>• We hold an annual 'safety week' where we talk about being safe including bullying and being safe online</li> <li>• We teach the children about healthy eating and diet</li> <li>• We have PSHE lessons within our teaching</li> <li>• We use the Trauma Informed Schools (TIS) approach and have staff trained as practitioners to support the emotional well-being of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Where children need emotional support we have TIS trained TA's and our PSA who can run support sessions</li> <li>• A number of support staff have been trained to deliver Lego Therapy to support children in developing their social skills in a small group context.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit teaching of PHSE and social communication skills.</li> <li>• We use resources such as emotion thermometers so that children can communicate their feelings with us.</li> <li>• We run a daily 'Team 25' session for children who need a tailored start to their day which uses sensory regulation exercises</li> <li>• Members of staff throughout the school trained in Trauma Informed Schools (TIS) approach to support individuals who are struggling with their emotional well-being.</li> <li>• Boxall Profile assessments used to plan individualised programmes of support for SEMH.</li> </ul>

## 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"> <li>• During teaching time, children are given opportunities to work within a variety of different groupings. Sometimes groups are organised according to level, age or friendships, at other times they might be mixed-age or mixed-ability.</li> <li>• We have play equipment available for lunchtimes</li> <li>• We offer indoor lunchtime provision for those children who like to have somewhere quieter to be during break times</li> <li>• We take part in enrichment days, sports events and out of school activities which promote social interaction with children from other schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups are planned as an intervention where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• For children in our ARB there is a social inclusion timeline in place for all children.</li> </ul>

## 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"> <li>• The Head Teacher is the designated child protection officer. All staff received regular safeguarding training. Staff are trained in First Aid.</li> <li>• The learning environment is positive and uplifting with many learning prompts on the walls and ready access to learning resources.</li> <li>• Please see our accessibility plan for more details.</li> </ul>	<ul style="list-style-type: none"> <li>• Named adults are 'TEAM TEACH' trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Our ARB environment is set up to minimise distractions and includes a quiet area and sensory room.</li> <li>• Staff are aware of children's individual needs and adapt the environment accordingly. For example, a child with a visual or hearing impairment would be able to sit in full view of the teacher.</li> </ul>

## 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"> <li>• 'Meet the teacher' - the children have the opportunity to spend time with their new teacher in their new classroom towards the end of the summer term.</li> <li>• Towards the end of year 6, the children spend full days in their new schools.</li> </ul>	<ul style="list-style-type: none"> <li>• We can send small groups of children to visit their new school when they progress from year 6 to 7 in order to alleviate concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced transition packages for children moving from year 6 to year 7 or into specialist provision. This gives the children additional help to settle into their new school.</li> <li>• Photobooks created with individual children who will find moving to a</li> </ul>

		new teacher and classroom difficult - this is created during the summer term so that the child can take their book home for the summer holiday.
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## 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"> <li>• The SENCo has achieved the National Award for Special Educational Needs Coordination.</li> <li>• Our teachers have regular training in English and maths, delivered across the Trust, to enable them to teach high quality lessons that meet the needs of all children</li> <li>• We have subject leaders amongst the teaching staff who receive regular training in their subjects which they then pass to the rest of the team, and have access to specially trained Leads in the MAT.</li> <li>• Our Teaching Assistants also access regular training through the MAT in order for them to be able to support teaching and learning in the most effective way</li> </ul>	<ul style="list-style-type: none"> <li>• Our Teaching Assistants have been trained to deliver Precision Teaching.</li> <li>• Two of our TA's have completed Speech and Language training (ELKLAN) and use these skills to support children with speech and language needs in the Early Years and Key Stage 1.</li> <li>• Lego Therapy training</li> <li>• Trauma Informed Schools training – whole school and individuals with Practitioner status.</li> </ul>	<ul style="list-style-type: none"> <li>• We have an ARB (Area Resource Base) for children with a complex additional needs, which is staffed by two teachers and TA's with expertise in a variety of areas of SEN, including Autism, PDA, Attachment, ADHD and Down Syndrome.</li> <li>• Many of our teachers and TA's have received training on supporting children with sensory processing needs. This was delivered by staff from a special school alongside an Occupational Therapist.</li> <li>• We have a TA who works 1:1 with children who display dyslexic tendencies.</li> <li>• Our PSA has been awarded a qualification in counselling skills</li> </ul>

- Our ARB teaching assistants have up to date Team Teach certificates

## 11. Services and organisations that we work with (others are contacted when we need):

Service/organisation	What they do in brief	Contact details
School Nurse	As well as helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers to meet any health needs children may have at school.	Contact through Early Help Hub 01872 322277 <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>
Educational Psychologist	An Educational Psychologist might become involved with your child if they have difficulties with: <ul style="list-style-type: none"> <li>• Learning</li> <li>• Behaviour</li> <li>• Managing their feelings</li> <li>• Getting on with others</li> <li>• Communication</li> <li>• An Educational Psychologist will only become involved if the parent/carer's permission has been given.</li> </ul>	<a href="http://www.cornwall.gov.uk/default.aspx">www.cornwall.gov.uk/default.aspx</a> Stacy Borlase is our link Educational Psychologist
Speech and Language	This is a service that supports children and young people in Cornwall aged 0-19 years who have difficulty with: <ul style="list-style-type: none"> <li>• understanding what is said to them</li> <li>• expressing themselves</li> <li>• talking clearly (saying speech sounds)</li> <li>• stammering</li> <li>• swallowing (eating and drinking).</li> </ul>	Contact through Early Help Hub. Lynne Avery <a href="mailto:lynne.avery@nhs.net">lynne.avery@nhs.net</a>

ASD team	The Autism Spectrum Team is an expansion of the existing Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers. 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 1234 101  <a href="mailto:specialeducation@cornwall.gov.uk">specialeducation@cornwall.gov.uk</a>
Early Support	Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it.	01872 323329 <a href="mailto:csfearlysupportservice@cornwall.gov.uk">csfearlysupportservice@cornwall.gov.uk</a>
Council for Disabled Children	Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs. We do this by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.	0207 843 1900  <a href="mailto:cdc@ncb.org.uk">cdc@ncb.org.uk</a>
Early Help Hub	Early Help includes help provided in both early childhood and early in the development of a problem. Early Help is available to children and young people of all ages from pre-birth up to the age of 18, and up to the age of 25 where young people have special educational needs or disability.	01872 322277  <a href="mailto:earlyhelphub@cornwall.gov.uk">earlyhelphub@cornwall.gov.uk</a>

SENDIASS	They provide information, advice and support for any child or young person aged 0-25 with a special educational need or disability and their parents and families.	01736 751921 <a href="mailto:sendiass@disabilitycornwall.org.uk">sendiass@disabilitycornwall.org.uk</a>
Education Welfare Officer	Each school in Cornwall has a nominated Education Welfare Officer (EWO) who visits regularly to check registers and discuss pupils about whom the school is concerned. The EWO can provide help and advice on: school attendance issues, bullying, exclusions, child protection measures, advice and information on other agencies. They can also offer a degree of parenting support	01872 323400 <a href="mailto:educationwelfare@cornwall.gov.uk">educationwelfare@cornwall.gov.uk</a>
Penhaligon's Friends	The vision of Penhaligon's Friends is to provide bereavement support for children, young people and their parents and carers.	01209 210624 <a href="mailto:enquiries@penhaligonsfriends.org.uk">enquiries@penhaligonsfriends.org.uk</a>
Neurodevelopmental Assessment Pathway	This service provides specialist expertise in the assessment and management of children with complex neurodevelopmental disorders. They see children and young people with neurodevelopmental presentations, including those where a diagnosis of autism spectrum disorder is being considered. They also see children where there are concerns about language disorders, behavioural and motor coordination problems, and learning disability or specific learning difficulties.	Contact through Early Help Hub
Occupational Therapist	Occupational Therapists help people of all ages to carry out activities they need or want to do but are prevented from doing as a result of illness, disability or ageing.	The Multi Agency Referral Unit (MARU) for under 18's Tel: 0300 1231 116

	<p>The Occupational Therapy teams in both health and social care work together to help you achieve the things you want to do.</p> <p>Occupational Therapy staff will help you find practical solutions to lead a more fulfilling life. They can:</p> <ul style="list-style-type: none"> <li>• provide help and training in daily activities;</li> <li>• advise whether a move to alternative accommodation would be appropriate;</li> <li>• offer advice on adapting your home to meet your needs;</li> <li>• assess and recommend community <u>equipment</u>; and</li> <li>• build confidence and participation in leisure, learning and work activities.</li> </ul>	
Cognition and Learning Service	<p>This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs.</p> <p>The service works with learners with: Specific Learning Difficulties (SpLD - including dyslexia) and Moderate (or general) Learning Difficulties (MLD - including Down's syndrome)</p>	<p>Jo Davidson</p> <p><a href="mailto:cognitionandlearning@cornwall.gov.uk">cognitionandlearning@cornwall.gov.uk</a></p>
Hearing Support Team	<p>The Hearing Support Team provides support free of charge to children with an educational significant hearing loss. A range of training is provided if schools require additional bespoke training.</p>	<p>01726 61004</p> <p><a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a></p>

Vision Support Team	<p>They are a specialist team comprising of:</p> <ul style="list-style-type: none"> <li>• Qualified Teachers of the Visually Impaired (QTVI)</li> <li>• Specialist Visually Assistive Technology Teacher</li> <li>• Habilitation Specialist</li> </ul> <p>They work with:</p> <ul style="list-style-type: none"> <li>• Children and young people (0-25 years) with a diagnosed visual impairment</li> <li>• their families</li> <li>• settings, schools (mainstream and specialist) and colleges</li> <li>• other professionals</li> </ul>	<p>01726 61004</p> <p><a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a></p>
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## 12. Pupil Progress

The children are continually assessed by their class teacher and each half term the teacher assessments are entered into the school tracking system. The assessment data is monitored by the senior leadership team (including the SENCo). If a child is having difficulties, the barriers to learning will be identified and appropriate intervention put in place. It may be that an IPM (Individual Provision Map) or APDR (assess, plan, do, review) cycle is put in place. Parents /carers will be invited in to speak to the class teacher and/or SENCo to discuss this.

<b>What</b>	<b>Who</b>	<b>When</b>
Ongoing curriculum assessments and tracking progress using data	Class Teachers, SENDCo, Headteacher	Half termly
Informal Discussions	Class Teachers and SENDCo	Half termly
Parents' Evenings and open afternoons	Class Teachers	Termly

Home-School Book	Parents, children, Class Teachers and TAs	Daily/weekly
Assess, Plan, Do, Review meetings to set individualised targets and evaluate progress	Class Teachers, SENDCo, parents and children	Termly
Pupil conferences	Children and DSEN governor	Termly
Academic reports include pupil comments	Children	Yearly

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

- We are regularly monitored by the Local Authority, OfSTED and HMI who check the quality of provision.
- Continual monitoring of the quality of planning and teaching by the Headteacher, SENDCo, SEN Governor
- Half-termly tracking of data shows that pupils with DSEN make good progress throughout the year
- We listen to the views of the children through pupil conferencing and the views of the parents and adapt practice accordingly
- Regular moderation of books, involving DSEN pupils
- Impact review reports of interventions show pupils make good progress towards meeting their targets.
- DSEN action plan written and reviewed annually to ensure the consistency and development of high-quality provision.

### 14. If you wish to complain

It is always the best idea to approach your child's class teacher should you have any worries or concerns. You can also contact the SENDCo and/or head teacher. The next step would be to contact the Chair of Governors. You can get help and advice from SENDIASS.

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?**

If a child enters school with a statement or Education Health Care Plan (EHCP) then this information will be shared with appropriate individuals who support the child and resources put in place to meet their individual needs.

By completing ongoing Curriculum assessments and tracking progress data half-termly, children are identified that may need additional or different provision from what is already being provided to help them 'catch up'. The Class Teacher refers any concerns to the SENDCo, who can identify their needs and track their progress closely on class 'SEN Concern' lists for a minimum of 6 weeks. They then plan and deliver necessary interventions and provision tailored to their specific needs, continue to monitor and assess their progress and will consider a transition from 'SEN Concern' to 'SEN Support' if they require additional support and possible further assessments by specialists and outside agencies, where support and advice is given to the school and an action plan is put in place. We follow the assess-plan-do-review cycle to ensure the regular monitoring and tracking of progress, as well as holding consultation meetings with pupils, parents and Class Teachers to listen to their views.

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

Initially the parents should contact their child's Class Teacher if they have any concerns about their child's learning. The SENDCo will then be contacted regarding concerns and plans put in place as necessary.

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

Regular assess-plan-do-review meetings take place for all pupils on our Record of Need, which provide opportunities to discuss targets and how parents can support their children at home. Advice and support can also be sought directly from Class Teachers.

### **4. How are school resources allocated to match children's DSEN?**

The SENDCo is allocated an annual DSEN budget for the purchase of resources to support those with additional needs. In addition, a team of Teaching Assistants is employed to deliver programmes designed to meet individual needs and support learning within the classroom.

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

The Equalities Act states that all reasonable adjustments should be made to ensure that every pupil, regardless of need or disability, is included in any extra-curricular activities. We aim for all children, including those with additional needs, to be included on residential and day trips. Where necessary, adaptations will be made, in consultation with parents/carers to ensure that inclusion is achieved. Risk Assessments are carried out, prior to any off site activity to ensure that Health & Safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part, alternative activities will be provided.

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

Please see Accessibility Plan.

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

This is dependent on each child's individual needs and the type, availability and suitability of resources. This will be agreed in consultation with professionals, parents, pupils and Class Teachers. Every step will be put in place to ensure each pupil receives the necessary support needed to address their individual needs.

## **8. How does the school ensure inclusivity and equal opportunities for all?**

The school prides itself in providing an inclusive environment for all pupils, regardless of need. We go over and above to ensure pupils needs are met to the best of our ability and prefer to do this within the classroom with their peers, as much as possible. We plan for pupils with SEN very carefully and arrange a variety of extra-curricular activities suitable for pupils with additional needs. Rigorous monitoring is carried out by the Senior Leadership Team on a regular basis to ensure the pupils with additional needs are being catered for appropriately and as set out clearly in their APDR document.

## **9. My child has an EHCP. How do I request a place at the school?**

If your child has an EHCP, you will need to contact Statutory SEN at Cornwall Council, who will then send out a consultation letter to the school, with an overview of your child's additional needs. The school will then have to respond to the request for a place and decide how they will meet your child's needs within the setting. Once the school have agreed with the placement, they will be in contact with you to discuss transition. The school has the right to appeal the placement, if they feel they are unable to adequately meet their needs by making reasonable adjustments. This decision can be appealed by parents and over-ruled if deemed appropriate.

## **Further information**

Cornwall Parent Partnership is an organisation that provides independent advice and support for families. (01736) 751921

SENDIASS is a disability information advice and support service. [www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk) (01736) 751921