



**Gerrans Primary School  
(part of The Roseland Multi Academy Trust)  
SEN Information Report  
(Statutory)**

**Approved:** Autumn Term 2020

**Next Review:** Autumn Term 2021

**Equality Impact Assessment - Policy Review**

**In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.**



**Gerrans School**  
**SEN Information Report**  
Date: ***November 2020***

Gerrans is a very small rural Primary School on the Roseland Peninsula. We see learning as being a never ending journey which continues beyond primary school into adulthood. On this journey, learners may travel on different modes of transport, making different stops on route on different tracks.

All learners are taught how to and encouraged to take ownership of their learning by identifying both next steps and potential barriers. We like parents to share the journey of learning with their child. Being a small school, with an established staff, the needs and interest of every learner, is considered in curriculum planning, delivery and resourcing.

We aim to provide a curriculum which gives opportunity for practical engagement and real life experiences as well as learning environments which are both stimulating and safe.

We acknowledge that not every learner has the same needs and teaching is adapted to the learner, not the learner to the teaching.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information Report

<b>Name of the Special Educational Needs/Disabilities Coordinator:</b> <i>Julie Elvy</i>	<b>Contact details:</b> <u><a href="mailto:head@gerrans.cornwall.sch.uk">head@gerrans.cornwall.sch.uk</a></u> <b>01872 580442</b>
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A child has SEN (special educational needs) if they have a learning or disability which calls for special educational provision to be made for them.

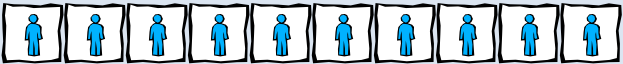
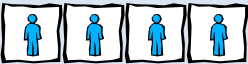

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.




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

### Listening and Responding to Pupils and Young People

<p style="text-align: center;">Whole school approaches The universal offer to all children and YP.</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• We work closely with parents and carers to discuss their and their child's concerns with staff at the earliest opportunity.</li> <li>• There are opportunities, three times a year, for parents and their child to talk to their child's class teacher at one-to-one meetings during parent consultation evenings.</li> </ul> <p>Other systems we use to enable us to listen to and respond to children:</p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Questionnaires</li> <li>• Written and oral feedback on learning</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with SEND have equal opportunity to be part of consultation groups</li> <li>• Pupils are involved in setting and reviewing their ISP targets</li> <li>• Additional provision is developed in light of pupil voice.</li> </ul>	<p>For pupils who receive individual support, this can include:</p> <ul style="list-style-type: none"> <li>• Discussion with teaching staff to listen to the child's views on school and learning</li> <li>• Individual Support Plan (ISP) targets are agreed termly to support and challenge pupils with special educational needs and disabilities.</li> <li>• Pupils play a key role in setting their learning targets through individual discussions with their class teacher.</li> <li>• Pupils and their parents are involved in reviewing their progress towards these targets.</li> <li>• This information is recorded on their Individual Support Plan (ISP) in a child-friendly format.</li> <li>• New plans are written each term in conjunction with children and their parents.</li> <li>• For children with an Education Health and Care plan, we use a Pupil Centred Annual Review meeting to ensure we hear and consider and record the views of pupils.</li> </ul>




		<ul style="list-style-type: none"> <li>To ensure that pupils are fully involved, we encourage pupils to attend meetings where their needs are discussed, including Team Around the Child (TAC) meetings and Early Support meetings.</li> </ul>
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### Partnership with Parents and Carers

<p>Whole school approaches</p> <p>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>Our school works in partnership with all parents and carers.</li> <li>We work closely with parents and carers to discuss their and their child's concerns with staff at the earliest opportunity.</li> <li>We encourage parents to make an appointment to meet up with the class teacher in the first instance if they have any queries or comments they would like to discuss about their child.</li> <li>All parents and carers have direct contact with a staff member at beginning and end of school day.</li> <li>Termly information about learning topics, class trips is shared through information sheets and on the school website.</li> <li>Parents and carers are encouraged to attend termly parent consultation meetings.</li> <li>Termly reports based on attitudes towards learning and attainment grades.</li> </ul>	<ul style="list-style-type: none"> <li>We encourage parents and carers to contact school about concerns by telephone, letter, Reading Record and via email. We meet with parents to discuss concerns and to explore ways to move forward.</li> <li>Families are invited to attend information sessions and learning workshops run by school staff to help parents and carers to support their child at home via newsletters, our website, Facebook and letters.</li> <li>We also signpost parents to opportunities to take part in sessions run by Family Learning or Link into Learning centres.</li> <li>We invite all parents and carers to informal coffee and cake sessions in which we share strategies.</li> </ul>	<ul style="list-style-type: none"> <li>We support parents and carers to encourage them to be actively involved in Early Support or TAC meetings, Pupil Centred Reviews and in feedback meetings with specialist agencies, if wanted with parent support through SENDiASS.</li> <li>An annual questionnaire for parents of pupils with SEND or with disabilities is used to obtain parent feedback. This feedback is discussed if necessary.</li> <li>Feedback is shared with class teachers and other relevant staff to help us improve our provision further.</li> <li>Pupils play a key role in setting their learning targets through individual discussions with their class teacher.</li> <li>Pupils are also involved in reviewing their progress towards these targets. This information is recorded on their ISP.</li> <li>New plans are agreed each term.</li> <li>For children with a Statement of</li> </ul>




<ul style="list-style-type: none"> <li>• We hold coffee and cake sessions for parents during the year. All parents and carers are welcomed to these sessions.</li> <li>• We encourage parents (and other family members) to work with their children to complete Curriculum tasks or Show and Tell topics</li> <li>• Information is shared via school website, newsletters and social media.</li> </ul>		<ul style="list-style-type: none"> <li>• For an Educational Need or an Education Health and Care plan, we use a Pupil Centred style Annual Review meeting to ensure school can hear and consider the views of parents and pupils.</li> </ul>
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### 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>• The curriculum is designed to ensure inclusion of all pupils.</li> <li>• All pupils regardless of their ability and / or additional needs have full access to the curriculum.</li> <li>• All pupils are encouraged to become independent learners.</li> <li>• On-going assessments take account of all learning styles.</li> <li>• Learning objectives are clearly stated and success criteria are differentiated.</li> <li>• All pupils self-evaluate their learning and progress against SC throughout lesson.</li> <li>• Learning objectives are phrased 'I am learning to ...'</li> <li>• Gold and Pink system of marking is very visual for all pupils. Golds=SC achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention packages are bespoke and needs led</li> <li>• The progress of pupils taking part in intervention groups is measured on a regular basis.</li> <li>• The intervention group or 1:1 provision is adapted in light of student progress.</li> </ul> <p>Small group intervention includes:</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Number Fluency</li> <li>• Social skills</li> <li>• Handwriting</li> <li>• IT skills</li> <li>• Memory skills</li> <li>• Speech and language</li> <li>• Literacy</li> <li>• Motor skills</li> <li>• Sensory Integration</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils are given appropriate support to access the curriculum sometimes with adult if required.</li> <li>• Exceptional circumstances disapplication from statutory testing.</li> <li>• On-going review of ISP.</li> <li>• Multi-agency meetings</li> <li>• Personalised timetables</li> <li>• Pre-taught vocabulary</li> <li>• Home/school daily contact</li> </ul>




<p>Pink- for think – how further progress can be made</p> <ul style="list-style-type: none"> <li>Numeracy and literacy resources are freely accessible during all lessons.</li> <li>Pupils learn independently, in pairs, in groups as a whole class.</li> <li>Talk time with partners is encouraged</li> <li>Both classes are well supported by teaching assistants for both academic and emotional needs.</li> <li>Opportunities for working with specialists within the community, including the local secondary school are built into curriculum learning.</li> <li>Opportunities for learning outside the classroom including visits and trips are also built into the curriculum for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Access to alternative methods for recording.</li> </ul>	
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### Teaching and learning

<p>Whole school approaches</p> <p>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>All children benefit from quality first teaching &amp; learning.</li> <li>Subject Leaders and Senior Leaders across the MAT (Multi Academy Trust) undertake a regular programme of lesson observation and work scrutiny to monitor, evaluate and improve our teaching and learning.</li> <li>High quality training is a high priority at school for all of our staff with all taking</li> </ul>	<p>We are constantly working to improve our subject knowledge and expertise to help us to support pupils effectively.</p> <p>We are also working to improve our understanding of neuro science and how the development and function of the brain can affect both behaviour and learning.</p>	<ul style="list-style-type: none"> <li>Our teachers and teaching assistants access training and support to help them work effectively to support and challenge children.</li> <li>We use research findings to help us to improve our practice in understanding children's learning and development.</li> <li>We use a multi-sensory approach where possible which particularly benefits</li> </ul>

<p>part in external training relevant to their role.</p> <ul style="list-style-type: none"> <li>• The progress of individual pupils and groups of pupils is discussed at termly pupil progress meetings with class teachers. This information is discussed and shared with the SENCo.</li> <li>• Information that is gathered is used to identify gaps in learning, ensuring that all children make maximum progress based on their individual needs.</li> <li>• The whole school uses a 'dyslexia friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils.</li> <li>• Teaching assistants / class teachers work with small groups to: <ul style="list-style-type: none"> <li>Ensure understanding</li> <li>Facilitate learning</li> <li>Foster independence</li> <li>Keep pupils thinking about their learning</li> </ul> </li> </ul>		<p>children who are dyslexic or show dyspraxic characteristics.</p>
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### Self-help skills and Independence

<p>Whole school approaches</p> <p>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>• All children are encouraged to become independent and resourceful learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support using a variety of strategies and resources is used to help individual pupils develop learning independence.</li> </ul>






<ul style="list-style-type: none"> <li>• Staff who know how to support children to develop their personal learning and thinking skills.</li> <li>• Residential visits and school camps</li> <li>• We offer a wide range of after school clubs for all ages and interests.</li> </ul>		<ul style="list-style-type: none"> <li>• Precision teaching.</li> <li>• Use of visuals that support learning independence for example task boards.</li> </ul>
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### 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"> <li>• Risk assessments and safety policies are in place and are regularly updated to ensure all children are safe within the school and on visits.</li> <li>• Whole school Trauma Informed Schools approach</li> <li>• Clubs for children offered, some by other organisations, including this year: rugby , surf and Bikeability.</li> <li>• Pupils have access to a school nurse on a referral basis.</li> <li>• School Council</li> <li>• Information in newsletters and/or on school website for parents to help them understand needs of children at our school.</li> <li>• Staff members contact parents concerning medical issues illness and any concerns</li> <li>• Teaching staff alert parents to changes in children at school when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Coffee and cake sessions are offered to all parents to help us work together to support children’s wellbeing and learning needs.</li> <li>• Any child can talk to a teacher or teaching assistant in school about any worries. Some children may also benefit from having an identified adult/s in school to support their wellbeing. This could be the Trauma Informed Schools Practitioner, class teacher or Head teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Team Around the Child (TAC) meetings, Early Support meetings and reviews are supported by a range of agencies.</li> <li>• Information shared with support agencies including those listed below.</li> <li>• Opportunities through school or family referrals to outside agencies to support individual pupils and their families</li> </ul> <p>including:</p> <ul style="list-style-type: none"> <li>➤ Early Help Hub</li> <li>➤ Child and Adolescent Mental Health service</li> <li>➤ Educational Psychologist</li> <li>➤ Penhaligon’s Friends</li> <li>➤ School Nursing team</li> <li>➤ Speech and Language Therapy</li> </ul>

<ul style="list-style-type: none"> <li>• Empathy developed in all children as part of our school values.</li> <li>• The social moral spiritual cultural (SMSC) aspects of learning are an integral part of our school life and a focus for our assemblies.</li> <li>• Whole school approach using the Trauma Informed Schools/PACE approach: a specific way of working with all children that helps develop their social and emotional well-being.</li> </ul>		
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### 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>• Whole school events involving children at school and their families, including End of Year Performance, Harvest, Christmas Nativity, Christmas, Easter and Summer Fairs, Sports Day.</li> <li>• Sleepovers in school to boost confidence and security.</li> <li>• Class educational visits</li> <li>• Residential camps</li> <li>• Liaison activities offered by local secondary schools.</li> <li>• Peer learning and buddying system</li> <li>• Lunch time in mixed year groups with table captains</li> </ul>	<ul style="list-style-type: none"> <li>• Learning together sessions for children and their parents and carers</li> <li>• End of year celebration event for year 6 pupils.</li> <li>• Family learning activities and workshops</li> <li>• Transitional experiences and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support/ adjustments to provision made for individual pupils to ensure that every pupil can access opportunities for social interaction.</li> <li>• Additional transitional experiences</li> </ul>

### 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>• Gates and boundaries are locked during the school day</li> <li>• All safeguarding procedures rigidly adhered to.</li> <li>• Regular health and safety checks of premises (external and internal) are carried out.</li> <li>• Risk assessments for visits &amp; outside learning space etc in place.</li> <li>• Children learn about road and water safety</li> <li>• Variety of play areas and activities offered to all children at break times</li> <li>• Consistent behaviour expected</li> <li>• Children's achievements are valued at our weekly 'Star of the Week' assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Non slip, no breakable equipment.</li> <li>• Adapted PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting chairs for working &amp; eating</li> <li>• Wobble cushions</li> <li>• Writing slopes</li> <li>• Headphones</li> </ul>

### 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>• Nursery and Playgroup links throughout the year</li> <li>• Information session for new Reception parents</li> <li>• Opportunities for parents and children due to start in YR and Nursery to spend time in school, including information sessions for parents on how to help their child be ready</li> </ul>	<p><b>For some pupils before they move up to a new year group:</b></p> <ul style="list-style-type: none"> <li>• Enhanced transition involving additional time in new class getting to know the teacher and teaching assistants for any children who would benefit from this.</li> </ul> <p><b>For some children due to start secondary school:</b></p>	<ul style="list-style-type: none"> <li>• For pupils before starting school in YR:</li> <li>• Option of a home visit to enable reception class teacher and SENDCO to meet children and their parents before they start school</li> <li>• We talk with and visit our in-house early years provider to help us to be ready to support pupils with additional needs joining our school in YR.</li> </ul>

<p>for school and an opportunity for parents and their child enjoy a school lunch together.</p> <ul style="list-style-type: none"> <li>• Shared sessions to familiarise throughout summer term.</li> </ul> <p><b>For all pupils before they move up to a new year group:</b></p> <ul style="list-style-type: none"> <li>• Transition Day</li> <li>• Teachers from previous class and new class meet to discuss all individual pupils.</li> </ul> <p><b>For children moving to a different school before the end of Year 6:</b></p> <ul style="list-style-type: none"> <li>• Where possible, talk with staff at new school to discuss pupil</li> </ul> <p><b>For children due to start secondary school:</b></p> <ul style="list-style-type: none"> <li>• SENCo and Class Teacher talks to secondary school staff and where possible visits local secondary schools to discuss all children who will be transferring from our school at the end of Year 6.</li> <li>• Visits from secondary school staff and previous pupils to meet Y5 and Y6 children.</li> <li>• Activities for our Y5 and Y6 children led by local secondary schools</li> <li>• Secondary staff teach alongside primary teachers in primary setting. Eg Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced transition for invited children including those with additional needs and those who may feel anxious about the transition to a local secondary school through an additional visit accompanied by our Parent Support Advisor to have a school tour.</li> <li>• Invited children attend learning workshops at local secondary schools with children from other local primary feeder schools to help them prepare for secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of visual resources to support transition for children starting school, for families to use with their child in the summer holidays.</li> <li>• Year teacher and other staff as appropriate attend training offered to support individual pupils.</li> </ul> <p><b>For some pupils before they move up to a new year group:</b></p> <ul style="list-style-type: none"> <li>• Creation and use of ‘pupil passports’ and similar resources to support pupils during the summer term and for their parents to use with their children in the holidays to support a smooth transition.</li> </ul> <p><b>For children moving to a different school before the end of Year 6:</b></p> <ul style="list-style-type: none"> <li>• Where possible, discussion with staff at new school to discuss individual needs and where appropriate pass on resources for the pupil to use at their new school.</li> </ul> <p><b>For some children due to start secondary school:</b></p> <ul style="list-style-type: none"> <li>• Some individual children may need a more structured and supported transition between primary and secondary school.</li> </ul>
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### 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>• SENDCO</li> <li>• Accredited SENCO qualification within the MAT</li> <li>• Individual teachers and teaching assistant training:</li> <li>• Restorative justice</li> <li>• Trauma Informed Schools Accredited Practitioner</li> <li>• Speech and Language</li> <li>• Sensory Integration</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma Informed Schools</li> <li>• Sensory Integration</li> <li>• Phonetical Awareness</li> <li>• Speech and Language</li> </ul>	<p>Access outreach specialist support agencies through Local Authority and beyond.</p>

### Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	The Early Help Hub is the single point of access for council and community-based health services including those for children and young people.	Early Help Hub are open: Monday – Thursday 8:45am – 5:15pm Friday 8:45am – 4:45pm Closed on Bank Holidays 01872 322277 or email (see Cornwall family information service website for more details).
Family Support	Family Support can help families with a range of challenges including bedtime routines and understanding your child’s behaviour and how to respond. They can also point families in the right	See Family Information Service website for more information <a href="http://www.cornwallfisdirectory.org.uk">www.cornwallfisdirectory.org.uk</a>

	direction for housing, benefit and debt advice and information about work or training	
Speech & Language therapist	<p>This is a service that helps children in Cornwall aged 0-19 years who may have difficulty with:</p> <ul style="list-style-type: none"> <li>• expressing themselves</li> <li>• understanding what is said to them</li> <li>• talking clearly (saying speech sounds)</li> <li>• stammering</li> <li>• swallowing (eating and drinking).</li> </ul>	<p>Telephone: 01208 834488 Email: cpn-tr.enquirslt@nhs.net</p>
Education Welfare Officer (EWO)	EWOs can help provide help and advice on school and attendance, bullying, child protection issues, elective home education and exclusion of pupils.	<p>Telephone: 0300 1234 101 Email: children@cornwall.gov.uk</p>
Autism Spectrum Team	This specialist team play an important role in helping to meet the needs of people with autism and their families. When supporting pupils in school they may carry out assessments, recommend strategies to school staff and coordinate meetings between school and families	<p>Telephone: 0300 1234 101 Email: children@cornwall.gov.uk</p>
Child and Adolescent Mental Health Services (CAMHS)	Understanding of reasons behind adverse behaviour and strategies to support both child, peers and staff	<p>Telephone: 01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net</p>
Vision Support Team (VST)	The VST work with Children and young people (0-25 years) with a diagnosed visual impairment in their homes, early years' settings and schools to enable them to overcome barriers to their education caused by their vision loss and to help them achieve their potential.	<p>Telephone: 0300 1234 101 Email: children@cornwall.gov.uk</p>
School Nurse	School nurses offer health assessments to all children when they start primary and secondary school. This information is used by the NHS to help plan and improve services for children to	<p>Telephone: 01872 221400 cpn-tr.ChildrensCMC@nhs.net</p>

	<p>help ensure children and young people stay fit and healthy.</p> <p>They can also provide advice to young people, their parents, carers and teachers.</p>	
Occupational Therapist (OT)	<p>Families and our school work with health professionals to support children with physical needs in school.</p> <p>OTs can create therapy plans for individual children so that the school knows best how to support them.</p>	<p>Children's Community Therapy Service</p> <p>Telephone: 01872 254531</p>
ClearTherapy	Support sessions for children who have been indirect victims of domestic abuse	<p>Po Box 706</p> <p>Truro</p> <p>TR4 9NF</p> <p>Tel (01872) 540366</p>
Jigsaw Support	Sessions for children who have been subject to any of the various forms of abuse	<p>Cornwall Council</p> <p>Treyew Road</p> <p>Truro</p>
Educational Psychologist	These professionals help parents and schools understand more about how a child learns and how best to support children in school.	
Parent Support Advisor	Lyn Bell	<a href="mailto:lbell@theroseland.co.uk">lbell@theroseland.co.uk</a>
Penhaligon's Friends	A voluntary organisation that has worked with our school to help children and families with issues around serious illness or bereavement in their family.	<a href="http://penhaligonsfriends.org.uk">penhaligonsfriends.org.uk</a>
Dyslexia Association	Information & support for families & educators of children with dyslexia	<a href="http://www.bdadyslexia.org.uk/">www.bdadyslexia.org.uk/</a>
Kernow Young Carers	Supporting children who look after adults/ siblings within the home	<p>Kernow Young Carers</p> <p>Action for Children</p> <p>Helford House</p> <p>May Court</p> <p>Threemilestone Business Park</p> <p>Truro</p>

		Cornwall 01872 321486
Hearing Support	Supporting children with temporary or permanent hearing difficulties	The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB Tel 01726 61004

### **Pupil progress**

All pupils at Gerrans School have access to Quality First Teaching in all classrooms regardless of their needs and abilities. Targets are set and progress is closely monitored half termly. If a child does not meet targets and progress is not at the expected level the class teacher will talk to the SENDCo and parents to discuss what learning barriers may be impeding progress and how these are overcome. All intervention groups are closely monitored on a half-termly basis and the impact is evaluated at pupil progress reviews attended by all staff. If the school and parents feel other support is needed, the school has access to different outside agencies who can be called upon to conduct further assessments and give guidance as to how best to move the child forward. The school will use the 'Graduated Approach to Plan Do Assess Review' to monitor the progress of pupils on SEN support.

### **How we know how good our SEN provision is**

Look at data across groups such as SEN, Pupil Premium- compared to County and National averages.

Termly review of Record of Need.

Half termly observations and book looks to observe provision and progress.

Termly meetings with parents.

Feedback from parents

### **If you wish to complain**

Anyone wishing to make a complaint with regard to SEN support and provision should contact the Headteacher, Julie Elvy , or the Executive Head Teacher, Chris Challis.

**Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)**



## Answers to Frequently asked Questions

- 1. How do people in school know if a pupil needs extra help?** *Children are observed and monitored regularly, and formally on a half termly basis. SEN is discussed in a Staff Meeting on a weekly basis in order to discuss and timetable provision in each class.*
- 2. What should I do if I think my child may have special educational needs?** *Talk to the class teacher or SENCo regarding your concerns.*
- 3. Who is responsible for the progress and success of my child in school?** *Primarily, this responsibly lies with the class teacher.*
- 4. How is the curriculum matched to my child's needs?** *Each child is seen as an individual so in collaboration with parents and staff, a programme will be put together that best supports the child.*
- 5. How do school staff support me/my child?** *Trying to find the best way to support the child through use of assessments, external agencies, discussions between staff, parents and child.*
- 6. How will I, and my child, know how well they are doing?** *Each term there are opportunities to come into school to look at your child's books during Parents' Evening and you will be sent a written progress report.*
- 7. How can you help me to support my child's learning?** *Parent information sessions are held in areas such as Maths, Phonics and reading. We encourage you to talk to one of us if there is something specific we can help with.*
- 8. What support is there for my child's overall wellbeing?** *A positive approach from all staff, a close school community where staff know all children in the school and know them and their families well, TIS approach.*
- 9. How do I know that my child is safe in school?** *Asking your child, observing the school buildings and how they are secured but also unthreatening.*
- 10. How is my child included in activities outside the classroom including school trips?** *All children have access to school trips and residential. Access arrangements are put into place where needed in discussion with the child and parents.*
- 11. How accessible is the school environment?** *See accessibility plan on school website or look around yourself.*
- 12. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?** *See transition box above.*
- 13. How are the school's resources allocated and matched to pupils' special educational needs?** *An individual pack is created for each child containing resources to support their learning and the barriers that they may face e.g. handwriting sheets, times tables grids, bead strings, hundred squares etc.*
- 14. How is the decision made about what type and how much support each pupil receives?** *Each pupil will receive the support required to work towards their individual targets, as well as foster their independence.*
- 15. Who can I contact for further information?** *For further information, contact the school SENCo on: [head@gerrans.cornwall.sch.uk](mailto:head@gerrans.cornwall.sch.uk)*