



All Cornwall maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be inclusive, with the needs of all SEND pupils being met in a mainstream setting wherever possible.

At Carbeile Junior School we are committed to providing a wide range of learning opportunities which are accessible to all. We work closely with pupils, parents, carers, and when required outside agencies, to ensure that every child's needs are met appropriately. The school has a 'Graduated Approach' to SEND (Fig.1) to ensure that appropriate levels of support are put in place for individual pupils.

The SEND Report needs to be viewed with reference to the Equality and Diversity Policy and the Accessibility Policy and Plan.

In line with the local authority's admission policy, children will have priority where the school is named in their Education, Health and Care Plan. Children with Special Educational Needs and Disabilities who do not have an Education, Health and Care Plan will have equal admission opportunities to those without Special Educational Needs and Disabilities.

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Name of the Deputy Special Educational Needs Coordinator (Deputy SENDCO):- Victoria Marks

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Fig 1 - The Graduated Approach

Pupils may move up and down the Pyramid of Need depending on the levels of support required at a particular time.

EHCP

A high level of provision is required, with some support from local authority funding. A Provision Plan is developed, by the SENDCO, class teacher, parents and pupil. This is reviewed termly. Annual reviews assess long term progress.

SEND SUPPORT PLUS /SEND SUPPORT

Additional support is required to meet the pupil's needs. A Provision Plan is developed by the SENDCO, class teacher, parents and pupil. This is reviewed termly. Support from outside agencies may also be sought.

ALERT

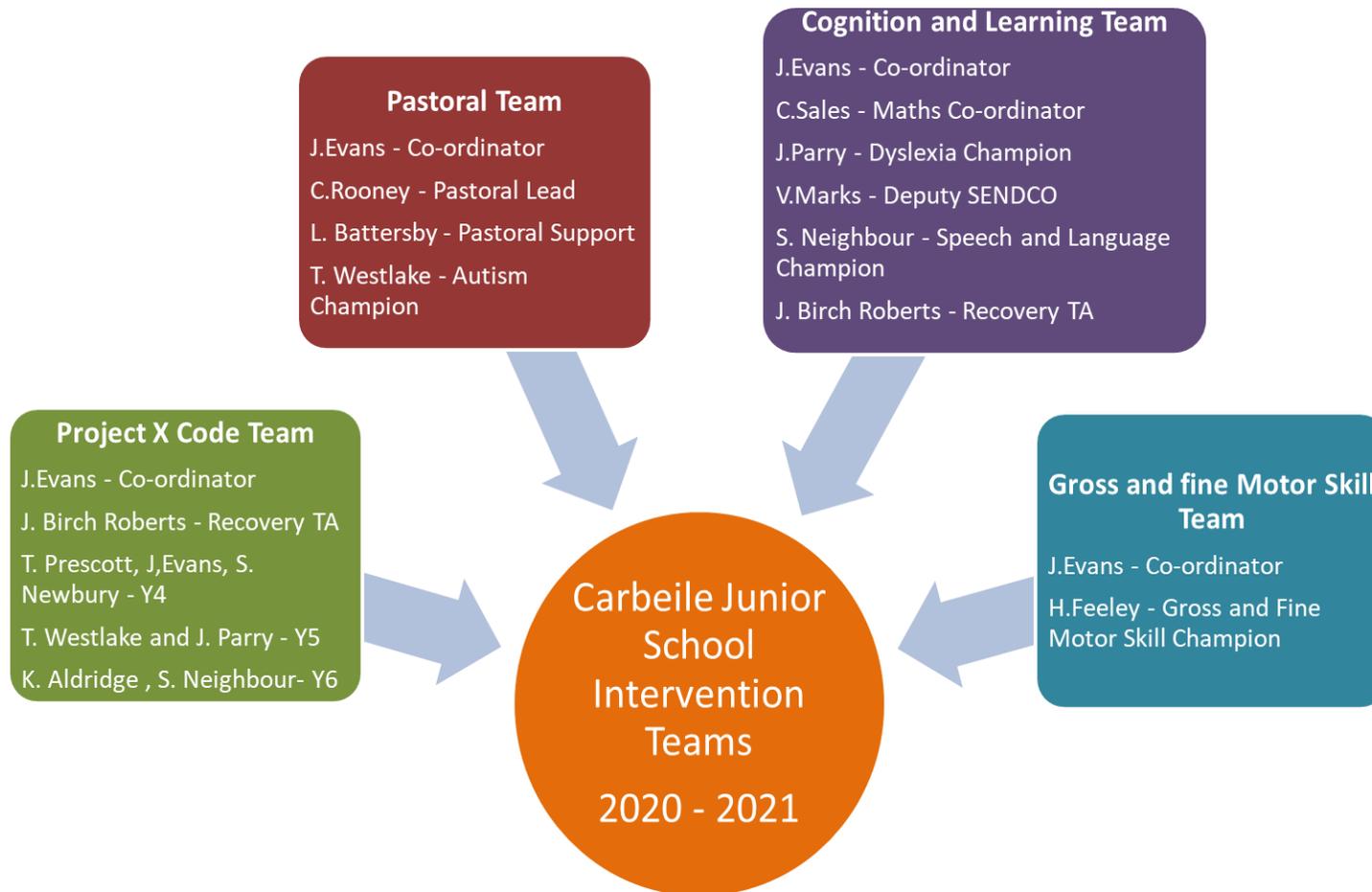
The child's needs are generally met through quality first teaching, however intermittent interventions are required to ensure that progress is made and pupil achievement is monitored closely. A child may have a diagnosis but does not require extensive provision.

UNIVERSAL TEACHING AND LEARNING

Needs are met through quality first teaching.

The levels of support offered by our school

To provide effective provision, the school has established 'Teams' dedicated to specific areas of SEND. These teams work closely together to formulate programmes of work and monitor outcomes.



The Impact of Lockdowns on Provision

The nature of the support provided for pupils has changed dramatically since the beginning of the pandemic and the accompanying lockdowns. Support has been adapted to changing circumstances and staff strive to maintain effective levels of provision to meet the needs of all pupils.

The provision described below reflects that available without COVID restrictions. To see what the school offers for pupils with SEND during lockdown, please refer to Number 14, towards the end of the report.

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Questionnaires are used to gauge responses of pupils to new initiatives. • Posters around the school encourage pupils to talk to an adult if they have concerns. • Partner and group discussion are encouraged in each classroom. • A School Council, with representatives from each class, Allow pupils to have a say in school development. Members of the school council have the opportunity to interview prospective teachers. 	<ul style="list-style-type: none"> • Pupils with SEND regularly take part in pupil conferencing meetings with the SENDCO or members of the Pastoral Team. • Pupils are consulted when developing Provision Plans. They are encouraged to assess their progress against their targets and suggest ways in which their learning can be moved on. • Pupils with SEND are frequently asked to comment on the effectiveness of new 	<ul style="list-style-type: none"> • 'Talk Time' is given to individuals who need the opportunity to discuss anxieties. This is with an emotionally available adult. • The Thrive Practitioners, the Autism Champion and the Dyslexia Champion provide mentoring sessions for pupils who wish to communicate their anxieties. • When specialist counselling support is required, referrals are made to outside agencies

<ul style="list-style-type: none"> • The Senior Management team and governors conduct 'Pupil Conferencing'. Providing opportunities for pupils to discuss their lived experiences of school life. • Weekly RSHE lessons (Relationship, Sex and Health Education) provide pupils with an opportunity to discuss thoughts and feelings. 	<p>resources/approaches introduced by the school.</p>	<p>such as Jigsaw, Jeremiah's Journey, Clear, Dread noughts. and Gweres Kernow.</p>
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2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Questionnaires are sent out to parents. Responses are welcomed and school policy and practice is modified accordingly. • Face book enables parents to be more involved in the school community. • Parents receive regular texts from the head teacher communicating key information. • The school website provides extensive information about all aspects of school life for parents to access. • Regular newsletters inform parents of recent events and initiatives. • 'Learning Hours' allow parents to meet their child's class teacher in an informal 	<ul style="list-style-type: none"> • Parent workshops, for the core subjects, enable parents to improve their own basic skills and support their children. • Many clubs are run with the support of parents and often they are invited to attend e.g. sports clubs. • Coffee mornings are held where parents can meet about issues such as Autism or Dyslexia, gain greater insight into their children's needs and contribute to school policy and practice. 	<ul style="list-style-type: none"> • Greater communication is sometimes required between school and home to support particular pupils. If this is the case, then additional measures are put in place such as home/school diaries, home/school reward charts, regular emails and phone calls.. • Parents with a child who is regularly supported by the SENDCO will have the opportunity to meet with the SENDCO and class teacher termly to contribute to their child's Provision Planning. Meetings may also be held more frequently, if needs require. • When a child is identified as being in need of a specific intervention, this is

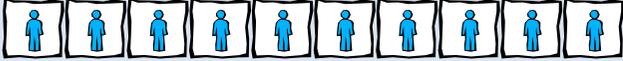
<p>setting and provide them with further insight into their child's learning experiences.</p> <ul style="list-style-type: none"> • 'Celebration Assemblies' enable parents to enjoy and appreciate the achievements of their children. • Parents' Consultation Evenings are held termly to discuss progress. • An 'Open Door Policy' means that the school welcomes parents in to discuss any issues. • The PTFA supports the school, raising money by organising events, such as school discos, to be used for the benefits of all pupils. • 'Topic Bubbles' are sent home to parents to ensure that they are aware of the termly learning experiences. 		<p>shared with parents.</p> <ul style="list-style-type: none"> • The school is happy to support families with difficulties they may be experiencing at home, making referrals to outside agencies such as the School Nurse or Family Support Worker and attending associated meetings.
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3. The curriculum

<p>Whole school approaches. The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils experience a broad, balanced national curriculum. • The Curriculum Co-ordinator ensures that there is consistency and progression across the school. • Curriculum Hubs, meet half termly to 	<ul style="list-style-type: none"> • Planned English and Maths interventions support groups of pupils. These interventions usually take place in the classroom but some may occur outside of the classroom depending on the nature of the intervention and needs of the child. 	<ul style="list-style-type: none"> • If the child is performing well below age related expectations, the teacher will plan specific, individualised lessons for that child, often with the support of the SENDCO or Deputy SENDCO. • If a child consistently requires different lessons, needing to access a very

<p>plan exciting and inspiring activities across the curriculum for pupils of all abilities and needs.</p> <ul style="list-style-type: none"> • Detailed long term, medium term and short term plans are developed by the teachers to ensure full coverage of the curriculum. • Teachers work closely together in their year groups planning for a range of abilities. English and Maths lessons are differentiated in four ways. • Middle Leaders monitor the coverage of their curriculum areas. • Each year group plans exciting 'Launch Days' for their topics. 	<ul style="list-style-type: none"> • Pupils who have shown a particular strength in a curriculum area in school, Ipupils, are provided with additional experiences where they can develop their abilities. 	<p>different curriculum to the rest of the class, then an ILP (individual Learning Programme) is produced by the class teacher with the support of the SENDCO.</p> <ul style="list-style-type: none"> • Specialist outside agencies such as speech and language therapists, educational psychologists or occupational therapists may suggest Specific programmes of work that can be delivered at school to support individual needs.
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Quality first Teaching, delivered across the school, ensures that a wide range of abilities are catered for. • Pupils drive forward their own learning by working to achieve targets set by the teachers. • Learning is closely monitored by the teacher during the lesson and any misconceptions addressed promptly. 	<ul style="list-style-type: none"> • Pupils who have not made the expected progress are identified and Interventions put in place to close any gaps. Most of these interventions take place in the classroom, where pupils work within a Targeted Maths or English Group. Such groups will also be monitored closely by adults in the classroom. • Other discrete interventions are 	<ul style="list-style-type: none"> • A high level of support is available for pupils across the school who have an EHC Plan. When required, pupils are supported by an adult on a 1:1 basis. • Pupils who present as having specific learning difficulties may, with parental consent, undergo more formal assessments administered by the school. The Dyslexia Champion may for example carry out a Dyslexia

<ul style="list-style-type: none"> • The Senior Leadership Team monitors pupil performance closely, by analysing data from the school's tracking system, observing pupils in lessons and completing regular 'Book Looks'. • Half termly Pupil Performance Meetings are held between the Senior Leadership Team and class teacher to discuss the progress and achievements of every pupil at the school. 	<p>available for groups of individuals:-</p> <ul style="list-style-type: none"> ➤ The Reading Egg online Phonics Program supports pupils with basic phonic needs. ➤ The Project X Code Reading Scheme helps to improve pupils' reading skills. ➤ Year six booster classes support pupils to achieve their full potential by the end of the keystage. ➤ Fine and gross motor skill interventions support groups of pupils in the development of motor skills. ➤ Speech and language interventions support pupils with their communication needs. 	<p>Screening Test or a Visual Stress Test to identify strengths and difficulties. Effective provision can then be put in place. The Dyslexia Page on the website provides additional information about provision for dyslexic children at Carbeile.</p> <ul style="list-style-type: none"> • Where pupils have not made expected progress despite interventions, referrals are made to outside agencies to provide more specialised support, such as Educational Psychologists, the Autism Team, Cognition and Learning advisors..etc. These agencies then make recommendations that feed into Provision Plans. • Provision Plans identify needs, set targets and establish provision to ensure that the teaching and learning for pupils with SEND is effective.
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils throughout the school are 	<ul style="list-style-type: none"> • Pupils who require additional support 	<ul style="list-style-type: none"> • Some individuals may struggle to

<p>encouraged to use 'Three before me', whereby they elicit the help of other children and use classroom resources before requesting support from the teacher.</p> <ul style="list-style-type: none"> • Pupils frequently choose their own WILFs for a lesson; Bronze, Silver, Gold or challenge. • Pupils often peer assess each others' work using toolkits and success ladders. • Resources are made accessible to all in the classroom and independent choice is encouraged. • The vocabulary for the 'Learning Powers' is reinforced throughout the school day in lessons, assemblies and in the playground, encouraging pupils to take greater responsibility for their own learning and attainment. • Pupils are given classroom responsibilities to raise self -esteem and thereby encourage greater independence. • Pupils track their target achievement in English and Maths and strive to attain their achievement badges. • Pupils are encouraged to support each other with their learning and 'Teach It' is used in every class. • Classrooms have maths and English 'Working Walls. These display key vocabulary and exemplars of work to support learning and independence. 	<p>are provided with resources enabling them to work with greater independence. These resources may be visual reminders such as task masters or daily timetables. Other resources will help pupils organise their thoughts such as mind maps or flow charts and some resource such as timers support time management.</p>	<p>succeed without consistent support. If this is the case teachers and teaching assistants will be available to provide the necessary help. However independence is still the ultimate goal and extensive visuals are used.</p> <ul style="list-style-type: none"> • When a child lacks basic life- skills which impede upon their independence, specific interventions are put in place e.g. health and hygiene interventions, social interaction. The Fine and Gross Motor Skill Champion at the school can also produce a programme of activities to support a child with a particular difficulty such as dressing or using utensils. • Bespoke resources are produced for pupils with individualised needs to encourage greater independence: a specific social story may be written for a child who struggles to engage with his/her peers; a task master may be created with illustrations of a child's favourite cartoon character to encourage engagement.
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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> 
<p>The school adopts the Thrive Approach and staff are sensitive to pupils' emotional needs;</p> <ul style="list-style-type: none"> Teachers and teaching assistants have received Thrive training and are attune to the emotional needs of their pupils. They value the contributions of every child, and celebrate all forms of achievement. All staff and pupils at the school are aware of the importance of PLACE in their relations with other ie. Playful. Loving, Accepting, Curious and Empathetic. PLACE is displayed in each classroom. Weekly RSHE activities monitor the emotional well-being of all pupils at the school/. Lunchtime supervisors encourage good social relations and support pupils who struggle to interact effectively during lunchtime breaks. Governors visit classrooms and carry out pupil conferencing. The school has an 'Open Door' policy and welcomes parents who wish to 	<ul style="list-style-type: none"> All staff are given a register of asthma suffers along with details of specific medication needs. Pupils who struggle with emotional regulation have access to the Pastoral Lunchtime Club, where they can discuss their difficulties with a member of the Pastoral Team or another emotionally available adult. The Pastoral Team provide opportunities for pupils with similar experiences to come together and share their thoughts and feelings. 	<ul style="list-style-type: none"> 1:1 Interventions are available for those pupils who struggle with mental health. These interventions are carried out by adults who have been Thrive and Trauma Informed Schools trained. Programmes are in place to support pupils with bereavement and loss, emotional regulation and high anxiety, providing pupils with an emotionally available adult. Risk assessments are written for some pupils if behaviours pose a risk to themselves and/or others. Health interventions teach individual pupils the importance of personal hygiene and diet. This may involve other professionals such as the school doctor or nurse. Where there is a particular concern for a child's physical health, this will be discussed with parents and referrals made to appropriate outside agencies. If great concerns are raised about a child's mental health, referrals will be made to outside agencies such as

<p>discuss any concerns they have with their child's emotional well-being.</p> <ul style="list-style-type: none"> • The school curriculum promotes the health of its pupils, covering topics such as dental care, diet and drugs. • The school's Sports Premium is used effectively to provide interesting sporting experiences for all pupils. • The importance of health is emphasised with high expectations of hygiene; children are encouraged to wash their hands before eating...etc. • The school holds annual 'Health and Well-being Events' where pupils explore the benefits of healthy living. • Many members of staff are first aid trained. • A system is in place for the storage and administration of medicines. • Risk assessments are written by the school identifying any activities that may pose a risk to children and measures are taken to reduce any risk factors. • Class files contain detailed health information which is passed on to the next teacher or school at the end of the academic year. • A Social, Moral, Spiritual and Cultural (SMSC) Programme has been rolled out across the school. Emotional and physical well-being is at the heart of the programme and special SMSC Days are held termly. • Peer on peer abuse (bullying) is not tolerated at the school and is dealt with 		<p>CAMHs (Child and Adult Mental Health), Family Support, Educational psychologists, Bloom ...etc.</p> <ul style="list-style-type: none"> • Where there are concerns that a child's emotional state is likely to cause significant harm and this may be due to the actions of others, the school will contact MARU (The Multi-Agency Referral Unit). • Health Care Plans are drawn up by parents and the SENDCO to cater for children with specific medical needs. • Training and regular updates ensure that specific members of staff are qualified to deal with particular situations and medical conditions.
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<p>promptly. The school has a Peer on Peer Abuse Policy and follows procedures ensuring that the victim and perpetrator are both provided with the support they require.</p> <ul style="list-style-type: none"> • A wealth of clubs is available to children that encourage physical and emotional well-being. • Mindfulness activities are carried out regularly in each class. 		
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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"> • The school encourages positive social interaction: <ul style="list-style-type: none"> ➢ Pupils are expected to work in varied group situations in the classroom and playground. ➢ Collaboration, as one of our learning powers, is continually promoted. ➢ Carbeile's 'Seven Golden Rules' provide the pupils with clear expectations for behaviour, emphasising rights and responsibilities. ➢ Numerous school clubs 	<ul style="list-style-type: none"> • Social skills interventions such as Lego Therapy, and Social Detectives led by the Autism Champion, are available for pupils who experience difficulty interacting with others in a positive way. During these interventions, pupils have the opportunity to reflect upon responses in challenging social situations and develop appropriate strategies to overcome their problems. • During PE, activities can be modified to enable access for all pupils: Groups size may be reduced, resources adapted, expectation altered...etc in 	<ul style="list-style-type: none"> • When a child experiences great difficulties with social interaction, interventions will be put in place to support the child's needs. The child will have the opportunity to explore his/her emotions and attempt to 'un-pick' difficult social situations with the use of social stories. A behaviour chart, reward system and/or home to school diary may be introduced. If the child continues to experience significant problems, the school will elicit the support of outside agencies such as the Autism Support Team,

<p>encourage team building skills.</p> <ul style="list-style-type: none"> ➤ Classes and year groups work together in preparation for 'Celebration Assemblies'. ➤ Systems such as 'The Buddies', 'Y6 Ambassadors' and the School Council encourage cooperation between children in different year groups. ➤ Whole school assemblies enable pupils to appreciate and celebrate the achievement of other children in the school. 	<p>response to needs.</p>	<p>Family Support Workers or Cornwall Adult and Child Mental Health Team (CAMHs.)</p>
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8. The physical environment (accessibility, safety and positive learning environment).

<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"> • A Health and Safety policy is in place and reviewed annually. • An Accessibility Audit is completed annually, identifying areas for improvement. The results feed into an Accessibility Plan. • Child Protection and Safeguarding Policy are in place and reviewed annually. • CCTV is located throughout the site. 	<ul style="list-style-type: none"> • All parts of the school site are wheel chair accessible. • Facilities are available for pupils with physical needs such as disabled toilet and shower. • Safeguarding INSET is attended regularly by all staff. • The Thrive Rooms provide a calm, reflective space, where children can 	<ul style="list-style-type: none"> • Reasonable adjustments are made for pupils with individual needs so that they are able to take part in all aspects of school life. • Risk assessments are written for individual pupils carrying out activities school. • Risk assessments are also written for individual pupils participating in off-

<ul style="list-style-type: none"> • There is a security door in the main entrance and a 'holding area' has been developed in reception. • Robust visitor policies and procedures are in place. • There are clear external boundaries to the school grounds. • Gates and boundaries are well maintained. • The school governors allocated site specific responsibilities. • The school adheres to property compliance requirements. • Rules, procedures and risk assessments are in place for on-site, outdoor facilities. • School non-negotiables are in place, relating to behaviour and safety. • The School Central Record is regularly checked and updated. • There are clear procedures for fire drills and Lock Downs. Regular practises ensure that safety requirements are met. • Classrooms have interactive, educational displays that celebrate pupils' achievements and provide positive learning environments. • A wealth of resources are available in classrooms to support learning. • The library has recently been refurbished. Pupils have chosen Under the Sea as the theme and small pods have been constructed providing a cosy reading environment. 	<p>feel relaxed, discuss problems and explore their feelings.</p> <ul style="list-style-type: none"> • Classroom audits ensure that learning environments are autism and dyslexia friendly. • Dyslexia friendly books have been colour coded in the library to enable easy access for pupils. • In 2019 the school achieved the Inclusive Dyslexia Friendly School Accreditation Mark. 	<p>site activities.</p>
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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"> • Many measures are in place to ensure smooth transition for all pupils from one school to another; <ul style="list-style-type: none"> ➤ Parents of Y2 children are invited to Carbeile Junior School to meet the head teacher and their child's Y3 teacher. Y3 teachers visit the infant school to observe and meet the Y2 children, and discuss pupil achievement with the current Y2 teacher. Y2 children are invited to visit Carbeile Junior School in the summer term before attending in the autumn. They are partnered up with existing Y3 pupils and become familiar with the routines and layout of the school. At the beginning of Y3 in September, parents are again invited to their child's classroom to see the classroom space a hold discussions with the teacher. ➤ Y6 children attend an 'Induction Day' at Torpoint Community College, where pupils visit the school with their class and class teacher. Representatives from the local senior school meet with Carbeile teachers to discuss all 	<ul style="list-style-type: none"> • When a child has been identified as having special educational needs, the SENDCOs from each corresponding school will work together closely to ensure that needs will be met in the future. This may require additional visits to the new school and opportunities for the SENDCO of that school to meet the parents of the child with SEND prior to transition. • When transition occurs from one class to another within the school, teachers ensure that detailed information about the needs of any child with SEND is passed on to the next teacher. They will discuss strategies that they have used successfully in the classroom and if needed provide additional opportunities for the pupil to develop relationships with adults in their new class. 	<ul style="list-style-type: none"> • When there is a concern that transition between one school and another could be a particular challenge for an individual, greater support will be put in place. Additional meetings between both school SENDCOs will take place and key workers established in both schools will work closely together to ensure a smooth transition. • When there is a concern that transition between one class and another within the school could be a particular challenge for the pupil, teachers, teaching assistants and parents will work very closely to ensure that transition is successful. • Pupils may carry out activities such as interviewing their new teacher, to ensure that relationships with key adults are established before transition.

<p>pupils before transition.</p> <ul style="list-style-type: none"> The school aims to have a 'seam less' transition from one class to the next. At the end of the summer term, teachers meet to discuss in detail the pupils they will be receiving in the forthcoming year. Teachers will also visit their next classes so that they can become familiar with their new pupils. Pupils will complete transition projects, perhaps writing letters to their new teachers to establish relationships prior to transition. Any transition that involves a rearrangement of classes, such as four classes merging into three, is dealt with sensitivity. Pupils will have the opportunity to share any concerns with teachers who endeavour to make any move a positive experience. 		
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10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community	To enable targeted support and provision	To enable specialist, individualised support and provision
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<ul style="list-style-type: none"> • Carbeile Junior School has a qualified SENDCO who, as part of the Senior Leadership Team, tracks the progress of all pupils and identifies children who require additional support. • Staff at the school have received Thrive and Trauma Informed School training. • Staff have received Autism Awareness training, delivered by the County's Autism Advisor and the School's Autism Champion. • As part of the Inclusive Dyslexia Friendly School Status accreditation, staff have received dyslexia training. • Single agency training has also taken place to up-skill staff. Conditions such as ADHD and Dyscalculia have recently been included in such training. 	<ul style="list-style-type: none"> • HLTAs and TAs have been provided with additional single agency training to support pupils with special educational needs and encourage greater independence. 	<ul style="list-style-type: none"> • Some TAs and HLTAs have attended training courses, to enable them to support pupils with specific difficulties, such as emotional dysregulation, autism and motor skill development. • Four members of staff are now Thrive/ Trauma Informed school trained and three members of staff have completed Autism Champion training. • The SENDCO has attended numerous training Courses and workshops including: Phonological Awareness, memory, dyslexia, emotional well-being and Autism.to support pupils with their particular needs.

11. Services and organisations that we work with: (Many can be contacted through the school or The Early Help Hub)

Service/organisation	What they do in brief
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Social Care	Provide support for children and families
Speech and language Therapists	Support pupils with speech and language communication difficulties
Educational Psychologist	Investigate a wide variety of needs and disabilities and suggest provision
Occupational Therapist	Helps pupils to perform tasks in their daily life
School Nurse	Supports pupils with medical needs
ASD Assessment and Support Teams	Assesses pupils on the ASD Pathway and suggests appropriate provision
CAMHs	Assesses the mental health needs of a pupil and provides suggestions for provision
Early Help/Family Support Workers	Supports the whole family in meeting a child's needs
Audiology Service	Supports pupils with hearing loss
Visually Impaired Service	Supports pupils with visual difficulties
CICESS	Supports Children in Care

Educational Welfare Officer	Enables pupils to attend school regularly
Dread noughts, CLEAR, Jigsaw, Brighter Futures, Gweres Kernow, Bloom, First Light.	Agencies providing pupils with counselling

12. Pupil progress

Pupil academic progress is monitored closely throughout the school. An online tracking system, presents a clear indication of pupil progress across the year and key stage. The head teacher meets with the class teacher for regularly ‘Pupil Performance’ meetings and any child whose progress is causing concern is identified and specific provision is put in place accordingly (refer to the graduated approach)

If a child has an EHCP (Education, Health and Care Plan) or is at SEND Support and Support Plus, then a Provision Plan is written by the SENDCO in conjunction with the teacher, parent and pupil. The SENDCO visits the child’s class regularly to monitor progress and the Provision Plans are reviewed termly.

If it is determined that a child should receive some additional support, then a programme of work is carefully planned to meet the child’s needs. These interventions are monitored by the SENDCO and their impact assessed.

In a situation where such support has had little impact, then the school will request support from outside agencies.

Pupil progress in non-academic areas, such as social and emotional, is also tracked closely.

13. How we know that our SEND provision is effective

Data analysis has shown that most pupils who are on the Pyramid of Need make good and on occasions accelerated progress. Local Authority analysis of SATs results show that the percentage of pupils with SEND who achieve age related expectations and above exceeds Cornish and National statistics.

14. How needs are met for pupils with SEND during Lockdown

Pupils are supported in a variety of ways according to their situation and needs:-

- Those with significant learning difficulties are offered a place at school where they receive individualised programmes of learning. For those who are unable to come into school, individual learning packs are sent home or Teams meeting are set up to provide individual learning experiences. Provision provided aims to reflect that which is on the child's Provision Plan.
- Staff, who ordinarily deliver interventions in school for pupils, remain in close contact with the pupil through phone calls, Teams meetings, letters, emails...etc., ensuring that provision is maintained.
- The SENDCO keeps in close contact with parents, helping them to support their children with all the challenges of lockdown.
- Despite restrictions, the school continues to engage with outside agencies, making referrals where necessary and facilitating remote meetings with specialists and families.

15.If you have a complaint

If you are unhappy with the provision provided by the school, please come and talk to the SENDCO or Head Teacher. We are committed to working with parents and always welcome any dialogue that will help us to meet the individual needs of our pupils. If you have any concerns that require an alternative route please contact the school governors.

The SEND Report will be reviewed termly and updated annually on the Cornwall Local Offer Site

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?

Pupils' progress is monitored closely and regular 'Pupil Performance Meetings' are held with the class teacher and Senior Leadership which establish whether additional support is required. There is good communication between class teachers and the SENDCO, ensuring that any concerns about a child are passed on promptly.

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

Please contact your child's teacher.

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

All adults who work with your child are responsible for the progress and success of your child however if you are concerned, then initially speak with your child's class teacher.

3. How is the curriculum matched to my child's needs?

All pupils have access to the curriculum. Class teachers differentiate activities in the classroom to cater for a wide range of needs. If a child is performing well below age related expectations, then the class teacher will complete an individual Learning Plan for the child with the support of other professional at the school.

4. How do school staff support me/my child?

In our school we appreciate that the success of a child is dependent on all parties working closely together, we therefore aim to support the families of our pupils and welcome parental involvement.

5. How will I, and my child, know how well he/she is doing?

Good communication between the school and home in the form of Achievement Postcards, Home/School Diaries, Parents' consultative Evenings, Reports and Provision Plan Meetings ensure that parents are well informed of pupil achievement and progress. Parents are welcome to contact the school if they have any concerns or questions.

6. How can you help me to support my child's learning?

Activities such as 'Mathletics' and 'Bug Club' enable parents to access online learning directed by the school. While Topic Home Learning Sheets provide suggestions for more practical activities that could be carried out at home. If your child has a Provision Plan then he/she will have a clear set of targets. At regular meetings with the SENDCO strategies can be developed to promote these targets at home and at school.

7. What support is there for my child's overall wellbeing?

The well-being of our pupils is the greatest priority of the school. It is monitored closely by all adults and any concerns are shared with the Head Teacher, Deputy Head Teacher and SENDCO, who have all been trained as Designated Safeguarding Leads. The Pastoral Team are also available in school to support pupils with any emotional difficulties.

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

The needs of a pupil are identified and the necessary resources put in place accordingly.

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

The type and amount of support required by an individual child is determined by the Head Teacher, SENDCO and class teacher in consultation with parents.

10. Who can I contact for further information?

For further information about SEND provision at Carbeile Junior School, please contact Juliet Evans, the SENDCO, or Pete Hamlyn Head Teacher.