



Parent  
Carer  
Group

# Awareness Raising

## You said...

“Teach or speak to children about Autism.”

“Could there be whole school celebration of Autism and what makes all of us unique?”



## We did...

- **World Autism Day: Wednesday 2nd April 2025 (+ assembly day)**
- **Range of resources to support with understanding of autism (including general resources such as the Double Empathy Theory cartoon)– incorporate parent group**
- **Awareness that differences are already incorporated in RSHE curriculum**

# Awareness Days...

**Special whole school assemblies and 'Thoughts of the Day' in every class.**

Some examples...

- ADHD Awareness month – October
- Dyslexia Awareness Week (2<sup>nd</sup> – 8<sup>th</sup> October)
- World Mental Health Day (10<sup>th</sup> October)
- Children's Mental Health Week (3<sup>rd</sup> – 9<sup>th</sup> February)
- Neurodiversity Celebration Week (17<sup>th</sup> – 23<sup>rd</sup> March)
- World Down Syndrome Day (21<sup>st</sup> March 2025)
- World Autism Awareness Day (2<sup>nd</sup> April 2025)
- Tourette's Awareness Day (7<sup>th</sup> June 2025)

# Transition

## You said...

“It would be beneficial for more preparation to what’s next at new school.”



## We did...

- **Multiple visits to TCC: Student Support Centre, Forest School Activity, College Tour + treasure hunt with map, 3-4 morning sessions.**
- **During SSC visit, include 'What if?' scenarios to help prepare for secondary school challenges.**
- **Chloe Turner to attend all year 6 provision plan meetings with parents. (Wed 2<sup>nd</sup> April and Thu 3<sup>rd</sup> April).**
- **Chloe Turner to also observe in classes to watch and interact with pupils.**
- **More formal session for SH/PH to handover with Chloe Turner and Helen Wetton at Carbeile.**
- **Year 7 questionnaire about transition**
- **Main transition day for whole school.**

## Communication

### You said...

“What can school do in this current climate to drive income generation regarding 1-1 support, with cuts taking place?”



### We did...

- **Current discussions around staffing – March 2025**



## Reasonable Adjustments

### You said...

“Inviting children to school activities although an individual child cannot take part. Sometimes work is set that is not suitable for a child’s needs.”



### We did...

- **Possible clarification? Clubs? Lessons? Activities?**
- **Differentiated learning in mainstream classes + Nurture class focusing on Key Stage 1 objectives.**
- **Support topic lessons – SEND document being uploaded to school website for each subject to make support explicit.**

# Reasonable Adjustments

## You said...

“All teachers to better understand communication and learning points for children with SEND. Child may come home not understanding why they were told off and is upset.”



## We did...

- **Open door policy, SENCO and teacher will discuss and better understand the challenges of the child and the appropriate support required.  
(Or member from the SLT)**
- **Member of the Autism in Schools to lead training.**



## Training

### You said...

“As each child is different, more SENCo training to support each child’s need.”



### We did...

- **PINS group**
- **NPQ SENCO qualification**
- **Senior Mental Health Training**
- **Cornwall SENCO meetings and CAPH groups**
- **SENDNet groups**
- **Genetic and Chromosomal Conditions Group**
- **Support from SEN services (Autism in Schools Team, Cognition + learning Team, Educational Psychologist, Mental Health Support Team etc)**
- **Regular observations in class and communication with parents.**

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## Special Educational Needs and Disabilities Overview



### **What is Special Educational Need and Disabilities?**

The term, Special Educational Need and Disabilities (SEND), covers any learning difficulty or disability that requires special educational provision to be made for them. It covers a range of needs, including challenges in Communication and Interaction, Cognition and Learning, Social, Emotional and/or Mental Health and Sensory and/or Physical Needs.

At Carbeile Junior School, we are committed to providing a wide range of learning opportunities which are accessible to all. We work closely with parents, carers, and when required outside agencies, to ensure that every child's needs are met appropriately and all pupils can achieve their full potential.

We use universal, targeted and specialist strategies to support children, following a graduated approach to ensure that appropriate levels of support are put in place for individual pupils.