CARBEILE JUNIOR SCHOOL

SEND Annual Information Report for the Academic year 2025-26

Updated September 2026

Name of SENDCo: Daniel Tamblyn **Dedicated time weekly:** Full time

Contact email: dtamblyn@carbeile.cornwall.sch.uk

Name of SEND Governor: Sheena Morton

Whole School Approach to Teaching and Learning:

- ✓ High quality teaching and learning – all teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, adapted and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to teaching and learning policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identification of individuals who require support to catch up by using ongoing assessments, observations, and progress reviews to identify gaps in learning early. Where necessary, we adapt support strategies in collaboration with teachers, support staff, parents, and external professionals to ensure all pupils make sustained progress.
- ✓ Identification of children/young people requiring SEND support and initiation of 'assess, plan, do, review' cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children/young people that need additional or different provision

- ✓ **Ongoing teacher assessment** – using day-to-day classroom observations, marking, and feedback to identify potential barriers to learning.
- ✓ **Progress tracking** – analysing pupil data and comparing attainment against age-related expectations to spot gaps or delays.
- ✓ **Concerns raised** – concerns from teachers, support staff, parents, or the pupils themselves are shared with appropriate staff members.

- ✓ **Gathering information** – using a range of evidence, including classroom assessments, standardised tests, pupil voice, and parental input.
- ✓ **Collaboration with external professionals** – seeking advice from specialists (e.g., Educational Psychologists, Speech and Language Therapists) when appropriate.
- ✓ **Reviewing next steps** – deciding whether to continue, adjust, or escalate support.

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our school policy. Our measures to keep all children safe, including children with SEND, are outlined in our Safeguarding Policy.

How we listened to the views of children/young people and their parents:

What	Who	When
Informal Discussions	SENDCo; teachers; TAs; Head of School; SEND Governor; all pupils	Daily
Pupil Voice through daily check ins and one-page profiles	SENDCo; teachers; TAs; Head of School; SEND Governor; all pupils	Daily/Termly
Parents' Evenings/Reports	Class teachers; Head of School; parents; pupils	Termly
Class Dojo	Class teachers; parents; pupils	Regularly
Text Messages	Class teachers; Head of School; parents	Regularly
Assess, Plan, Do, Review meetings	Class teachers; SENDCo; Pupils on School Record of Need and their parents	Termly
Annual Reviews	SENDCo; Class teacher; TA; Pupils with an EHCP and their parents; external professionals involved with the child and family.	Annually
Team Around the Child/Family Meetings	SENDCo; Class teacher; TA; pupils and their parents; external professionals involved with the child and family.	Termly
School Council Meetings	Representative from each class	Half termly
Questionnaires	All pupils and parents	Annually
SEND Café Meeting	SENDCo; SEN teams; all parents invited	Termly

The Assess, Plan, Do, Review Cycle:

For pupils on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

In the 2025-26 academic year, we have provided a range of targeted support and interventions for children on our Record of Need, including:

- ✓ Communication and Interaction
  - Speech and Language 1:1 delivered by NHS Therapists
  - Speech and Language 1:1 and/or small group intervention delivered by Mrs Birch-Roberts
  - Social stories
  - Now and Next boards/Choice boards
  - Social intervention 1:1 and/or small group intervention

- ✓ Cognition and Learning
  - Focus group and 1:1 interventions in English and Maths where necessary
  - Targeted additional adult support
  - Personalised spelling lists
  - Pre-learning; precision teaching
  - Phonological awareness interventions
  - Dyslexia-friendly strategies
  - Priority readers

- ✓ Social, Emotional and Mental Health
  - Wellbeing interventions
  - Social skills interventions
  - Social/Emotional curriculum intervention 1:1 and small group
  - Music therapy

- ✓ Sensory and/or Physical Needs
  - Individual laptop for recording
  - Fine + gross motor control interventions
  - Personalised Sensory Diet
  - Sensory aids e.g. chews, fidgets
  - Sensory items e.g. weighted clothes; wobble cushions, chair bands.
  - Occupational Therapist advised interventions through Ninja Kids
  - Movement breaks

During the 2025-26 academic year, we had 58 pupils on our SEN Record of Need:

- 49 pupils received SEND Support
- 9 pupils had an Education, Health and Care Plan.

We monitored the quality of SEND provision by conducting regular lesson observations, book & planning checks, reviewing intervention impact through pupil progress data, holding termly SEND review meetings, gathering feedback from pupils and parents, and liaising with teaching and support staff to ensure strategies are effective and tailored to individual needs.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in classrooms
- ✓ 1:1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting at afterschool clubs
- ✓ Running afterschool clubs
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs

We monitored the quality and impact of this support through lesson observations; book & planning checks; pupil conferencing and learning walks.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ Support staff including a dedicated SEND teacher
- ✓ Targeted interventions and small-group support.
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources, including purchasing specialist resources
- ✓ Staff training
- ✓ Specific SEND resources e.g. sensory items

Continuing Development of Staff Skills:

We recognise the importance of Continuing Professional Development (CPD) in ensuring that all staff have the knowledge, skills, and confidence to effectively support pupils with SEND. CPD helps improve teaching quality, enhances pupil outcomes, and ensures that staff remain up to date with the latest guidance, strategies, and approaches. We provide CPD opportunities for all staff members through a combination of internal training, external courses, workshops, and collaborative meetings.

This year, general areas of knowledge focus for CPD have included:

- SENDCo training, meetings, and regular updates.
- Support for the curriculum, including core and foundation subjects.
- Pastoral and wellbeing training, including social, emotional, and mental health, emotion coaching, Thrive approaches, and trauma-informed approaches.
- Safeguarding updates and support.
- Internal and external training sessions, including Provision Plans and SMART targets delivered by an Educational Psychologist.

We monitored the impact of this training by observing classroom practice, reviewing pupil progress data, gathering feedback from staff, pupils, and parents, and evaluating how effectively new strategies were implemented to support learners with SEND.

Please see the full CPD log from Caroline Sales for detailed information on staff members who have undertaken CPD and the specific training they have received.

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

- ✓ **Transition support** – sharing information about pupils with SEND before they join or leave our school to ensure continuity of support.
- ✓ **Liaison with secondary schools** – arranging visits, meetings, and bespoke transition plans for pupils moving to Year 7 to ease the move and reduce anxiety.
- ✓ **Moderation and curriculum collaboration** – working with local schools (Fourlanesend, Torpoint Nursery and Infants School and Torpoint Community College) to align teaching approaches, assessment practices, and provision strategies.
- ✓ **Staff training and professional development** – collaborating with our partner schools to share expertise and best practice in supporting pupils with SEND.
- ✓ **Joint initiatives and projects** – participating in area-wide SEND programs, workshops, or enrichment activities to broaden learning opportunities.
- ✓ **Support networks** – engaging in our regular SEND cafes with our partner schools.

We ensured that the transition into year 3 was smooth by regular communications, including visits between relevant school staff, the feeder Infants school and parents. For all year groups, the relevant school staff met to share information regarding all individual pupils during the summer term. Some pupils on the RON had additional transition support for preparation to move into the next class.

In September 2025, 16 children with SEND joined us from Torpoint Nursery and Infants School:

- 1 child with an EHCP
- 16 children at SEND support

The transition of year 6 to secondary schools was supported through the sharing of information between the year 6 teacher and the schools' SENDCo. Pupils with SEND made additional visits to the schools. Parents were included in this process wherever possible.

In July 2026, 15 children with SEND left us to join various secondary schools:

- 5 children with an EHCP
- 10 children at SEND support

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this

through our School Development Plan, which includes our SEND Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should contact our SENDCo, Daniel Tamblyn (dtamblyn@carbeile.cornwall.sch.uk) or the Head of School (head@carbeile.cornwall.sch.uk) in the first instance. If unsatisfied with the outcome, contact should be made with the SEND Governor, Sheena Morton (smorton@carbeile.cornwall.sch.uk)

This year we received 0 formal complaints with regard to SEND support and provision.

Additional Key Policies

- Our Accessibility Plan and School Development Plan can be found on our website.
- Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.
- Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed from the link on our website.
- Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.
- Our SEND Policy, School Offer and Annual SEND Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Preparing for Adulthood

Although Carbeile Junior School supports pupils up to the end of Key Stage 2, we recognise the importance of preparing children for the next stages of their education and future life. For pupils with SEND, we aim to develop skills that promote independence, confidence, and resilience, which will support them as they move on to secondary school and beyond.

Our approach includes:

- Developing independence skills through classroom routines, responsibilities, and personalised provision plans.
- Supporting pupils' aspirations by helping them set personal targets and celebrating achievements.
- Building life skills such as decision-making, problem-solving, teamwork, and self-regulation.
- Preparing for secondary school through bespoke transition plans, including additional visits, meetings with secondary SEND teams, and supporting families to understand future pathways.

Local Authority's Local Offer

Cornwall Council's Local Offer provides detailed information about services, support, and opportunities available to children and young people with SEND and their families.

You can access the Cornwall Local Offer here: https://www.cornwall.gov.uk/localoffer

This link is also available via the SEND section of our school website.

Policy Review and Important Contacts

Policy Agreed: September 2026

Next Review: September 2027

SENDCo: Daniel Tamblyn **Signed:** D Tamblyn **Date:** 05.09.26	**Head of School:** Caroline Sales **Signed:** C. Sales **Date:** 05.09.26	**SEND Governor:** Sheena Morton **Signed:** Sheena Morton **Date:** 05.09.26

Federation Head Teacher & Designated Safeguarding Lead
Pete Hamlyn (fedhead@carbeile.cornwall.sch.uk)

Head of School, Deputy Designated Safeguarding Lead and Designated Teacher for Looked After Children
Caroline Sales (head@carbeile.cornwall.sch.uk)

School SENDCo & Deputy Designated Safeguarding Lead
Daniel Tamblyn (dtamblyn@carbeile.cornwall.sch.uk)

Chair of Governors
Sheena Morton (smorton@carbeile.cornwall.sch.uk)