



Delabole Primary School

Special Educational Needs and Disabilities Information Report

**“Where learning runs deep ~ wonder,
curiosity, excellence”.**

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Delabole Primary School

‘An adventure in learning through inspiration, enquiry and excellence.’

Our SEND Information Report for Special Educational Needs and Disability (SEND)



Our SEND Information Report details the provision that we provide within the school and the services that we access in order to make the best endeavours to meet the needs of **all** children within the school, including those with additional needs and disabilities.

Delabole Primary is a mainstream primary school which is part of the Aspire Multi Academy Trust. We have the provision to meet the needs of children within the four areas of need identified in the Special Educational Needs and Disability Code of Practice (January 2015), these being: Cognition and Learning needs; Social, Mental & Emotional Health needs; Communication & Interaction needs; Sensory and / or Physical needs.

The leadership and staff team at Delabole Primary School are fully committed to ensuring that all pupils, regardless of their starting points, are provided with the education and nurture that will enable them to fulfil their best potential. Our Enquiry led curriculum is underpinned by a rolling two-year cycle of Core Values and is designed to inspire, engage and broaden the development of all pupils - including those with Special Educational Needs. The staff work together to create rich, immersive learning experiences which are embedded in local contexts and which broaden as children move up through the school to ultimately embrace deeper humanitarian issues on a global scale. The concepts of language development and quality talk for learning are drivers across our curriculum and we encourage children to learn in collaboration with each other, as well as independently. To that end, we are committed to embracing the unique qualities of every child so that they develop the self-esteem and motivation to confidently formulate their ideas, articulate their thoughts and share them in the learning arena.

We are aspirational for our staff and pupils alike, and strongly support the concept of the environment as the third educator. Our aim is to provide a calm, nurturing context for learning whilst delivering innovative and meaningful learning experiences in which pupils feel safe to take risks and embrace challenge. As a school, we take a holistic approach to the development of the whole child and firmly believe that each individual's social & emotional development underpins learning for life. The development of personal resilience and a growth mindset lies at the very heart of this. It is our belief that no pupil should be capped in terms of potential and that all pupils have the capacity to develop their skills, interests and capabilities in the joyful pursuit of learning.

Link to Equality and Diversity Policy

[Aspire-Equality-Information-and-Objectives-Policy.pdf](#)

Link to Accessibility Plan

[Delabole Primary Accessibility Plan 2025-2026.pdf](#)




Link to Special Educational Needs Policy

[Aspire SEND Policy ratified Jul 23.pdf](#)

Name and contact details of the Special Educational Needs & Disabilities Coordinator: Mrs Sarah Dingle Tel: 01840 212540

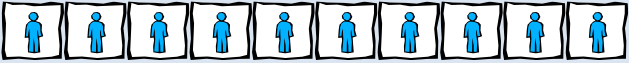
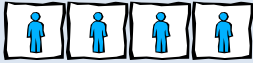

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and young people.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The views and opinions of all our pupils are actively sought and highly valued. • Pupil voice is heard in all aspects of school including through the Pupil Leadership Teams. Pupil voice is also heard in assemblies, PSHE and SRE sessions, class lessons, questionnaires, target setting and pupil conferencing. • Pupil voice is represented across all year groups and influences our decision-making regarding learning, indoor & outdoor environments, outdoor learning opportunities, events and activities. • Teachers use the 'I wish my teacher knew' approach in class. • Thoughts and Feelings boxes in classrooms are always accessible and these are checked and responded to daily. 	<ul style="list-style-type: none"> • Pupils with SEND are included in focus / consultation groups e.g. pupil leadership roles /pupil surveys • Additional provision is developed in light of student voice. • Children are involved with setting their own targets. • Pupils have access to 'trusted adults' including the school's SENDCo, Trauma Informed Schools (TIS) Practitioners, Elsa Practitioners, and other members of the Well-Being Team. • Small focus groups are used to encourage discussion, build confidence and guide how to voice opinions and views in a positive manner. • Where appropriate, additional provision will be arranged in response to: Termly data tracking (our school's academic year has 6 terms, 1 for each half term) 	<ul style="list-style-type: none"> • Individual support will be dependent on need. We will make our best endeavours to consider the views of individual children and parents. • Individual support is responsive to the views of the child where appropriate. • Pupil views are an integral part of CAF & Early Support meetings, Annual Review meetings and SEND Review Meetings (where age and need appropriate). • Wherever possible, documentation is produced in a format that is accessible to the pupil. • Individual Provision Maps (IPMs) are written for all children on the Record of Need, as part of the Graduated Response. These are working documents and are reviewed & updated on an ongoing basis. Pupil voice is

	<p>Pupil data Pupil Premium Questioning Target group questioning Adult observations Care & Guidance meetings Lesson observations SEMH Tracking</p> <ul style="list-style-type: none"> • SEND is represented at Senior Leadership Team level by the SENDCo. • The SENDCo is also part of the Care & Guidance Team as well as the Well-Being Team. 	<p>fundamental to this process. Our pupil's views are supported through individual needs centred planning, target and outcome setting.</p> <ul style="list-style-type: none"> • Individual Provision Maps (IPMs) are reviewed and updated by the class teacher with support from the SENDCo, parent/carers and pupil (where appropriate), at least 3 times per academic year, with interim review dates scheduled. • Individual pupil targets and provision are reviewed at least every term (6 times per year with any adjustments shared with parents/carers.) These are reviewed with parents at least 3 times per year. • Children on the Record of Need complete a Pupil Passport with the SENDCo or other key staff to ensure their voice is captured and to inform provision and next steps. • External specialist provision is provided or signposted to those pupils in need, including to the school's allocated Mental Health Support Team Worker, The Mental Health Support Team, Clear, Dreadnought, Penhaligon's Friends and other counselling services where applicable.
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2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school prides itself with an open-door policy with all parents and carers. • The school makes best endeavours to work in partnership with all parents and carers for the benefit of their children. • Parents and carers know who to contact if they have concerns. • An open dialogue is encouraged between teachers/TAs and parents or carers. • Tapestry is a digital platform that is used as a means of enabling all parents / carers to access ongoing snapshots of their child's learning both in and beyond the classroom for those children in the Early Years Foundation Stage. Where families have contextual barriers to accessing this, the school will find ways to enable equality of access. • Parents and carers are informed about the progress of their children 	<ul style="list-style-type: none"> • Families are invited to attend information sessions / workshops to help with supporting their young person at home including literacy & numeracy skills, reading, phonics, and social and emotional well-being. • Where appropriate, parents/carers may be invited to attend extra-curricular clubs and activities and interschool events or competitions. • Targeted 'Mastery and Achievement' sessions for Y2 and Y6 are accessed before or after school. • Parents / carers are encouraged to contact school regarding concerns at any time. • SEND & Well-Being links are available on the school website. • Parents are given information relating to services and support which may be relevant to their needs or that of their child. 	<ul style="list-style-type: none"> • Teaching Assistants who provide individual support develop effective working relationships with parents. • Parents / carers are supported in attending, and are actively involved in CAF, Early Support meetings, Annual Reviews and SEND progress reviews. • Advocacy is available to ensure that parents/carers are fully able to communicate their views and opinions. • Where appropriate, parent/carers are encouraged to join in with school trips or activities. • Parent/carer's views are an integral part of all meetings and reviews. • Parents/carers are encouraged to hear their child read daily. • Parents/carers are informed of any additional intervention their child receives.

throughout the year through parent consultation meetings, SEND review meetings and daily conversations.

- All parents /carers are encouraged to attend parent & teacher consultations. These take place in the Autumn Term and Spring Term with a 'Celebration of Learning' pupil report being sent home to parents / carers in the Summer Term. These annual reports detail pupil achievement and attainment across the curriculum.
- Additional parent/carers and teacher meetings can be arranged as requested.
- Where possible, teachers are available to speak with parents at the beginning and end of each day. This includes opportunities to speak with staff over the phone at a mutually convenient time to mitigate the impact on teaching and learning. Parents/carers may be advised to make an appointment to meet with the class teacher or members of the Senior Leadership Team should this be deemed necessary.
- The school's website and social media platforms enable parent / carers to understand more about what their child is learning and

- The SENDCo and members of the Well-Being Team are available to support parents.
- Referrals to a range of available family services are made through the SENDCo.




- Parents / carers are encouraged to engage in 1:1 interventions and activities to support their child at home.
- Home/school communication books may be used to aid communication where this is deemed necessary.

provides up to date information about the school experience.

- The school produces a monthly newsletter written by our Head of School.
- The Early Years Foundation Stage (EYFS) teachers and key staff e.g. the SENDCo and Head of School, meet with new EYFS parents in the Summer Term.
- Parents receive 6 termly Enquiry Webs specific to their child's class, their Enquiry and targets for Maths and English. These detail the school's 'value' and 'enquiry focus' for the term as well as specific national curriculum attainment targets for different subject areas.
- The SENDCo, Head of School, Strategic Partner and other members of the Well-Being Team and are available to meet with parents.
- Parents/carers are invited and encouraged to join in with:
 - Celebrating learning at different points of the year e.g. class assemblies
 - Pupil work sharing events e.g. Open Classrooms
 - School trips
 - Sports days / events
 - Seasonal celebrations e.g. Harvest, Christmas Performances

- Parent workshops
- Parents/carers are contacted via our text message service, via telephone calls and email.

3. The curriculum

<p>Whole school approaches The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum at Delabole Primary is broad and balanced and designed to promote the inclusion of all students. • Areas of the curriculum are linked through our enquiry approach. • Every effort is made for all pupils, regardless of their ability and or additional needs, to have full access to the curriculum. • Assessments (including phonics, reading assessments, spelling assessments, dyslexia screening, dyscalculia screening, language-based screenings, social & emotional screening etc.) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • Where children are identified as needing extra support then additional interventions will be put in place. • The curriculum is adapted to meet the needs of all learners. • Groups of children may be given extra support by a teaching assistant or teacher. • Intervention strategies and programmes are bespoke and led by the needs of the pupils. • The progress of pupils taking part in intervention groups is measured on a regular basis and monitored for continuity and effectiveness by the Senior Leadership Team. The impact of interventions is measured and evaluated. 	<ul style="list-style-type: none"> • Children, who have an Education & Health Care Plan will receive scaffolded / adapted learning where necessary to enable them to access the curriculum. • In exceptional cases, it may be necessary for an individual to follow a bespoke and highly personalised curriculum, dependent on their individual special educational needs. • Pupils are supported in following their interests and an individualised curriculum (where appropriate) regardless of SEN and/or disabilities. • Pupils with special educational needs and/or disabilities can access the curriculum with adult

- Phonics, Reading, Handwriting, English, Maths, Speech & Language, Motor Skills, Social & Emotional programmes are available and our pupils' access to them is based on our current and robust tracking / review systems.
- Effective feedback is used to move pupils on in their learning through celebration of strengths and identification of development points (AMGs).
- For core subjects, the school uses the metaphor of the Learning Tree to understand layered, aspirational and uncapped targets. This is to ensure that a child's learning is never capped by a hierarchy of targets. The Learning Tree reflects the disciplinary skills of the subject.
- All classes are supported by teaching assistants for academic, social and emotional needs.
- Visual timetables are displayed in each class.
- All children, regardless of ability or additional needs are included in all school activities, extra-curricular clubs and school trips.
- Progress data analysis using Insight tracking is used to identify pupils who require specific 1:1 or small group intervention. This takes place at least 3 times per year.




- Intervention programmes are adapted as appropriate in light of pupil progress.
- Where small group intervention is deployed, staff are mindful of using follow back opportunities to check that pupils are able to apply knowledge and skills independently in the classroom context. This is a crucial aspect of building pupil self-efficacy and resilience.
- Small group interventions include:
 - Read Write Inc Phonics
 - Reading Skills
 - Fresh Start
 - Achieve & Mastery Groups (Year 2 & 6)
 - Small group teaching
 - Social & Emotional groups
 - Speech & Language groups
 - Social Skills groups
 - Motor Skills groups (fine & gross)
 - Access to lunchtime clubs e.g. homework club
 - Pre-teach / Post-teach
 - Memory Skills
 - Mindfulness / Relaxation/Yoga

support and/or additional resources as appropriate.

- In exceptional circumstances pupils may be disapplied from tests or assessments. This is agreed by all stakeholders.
- Our pupils are supported through individual needs centred planning, target and outcome setting.
- 1:1 or small group sessions occur for those children with emotional development interruptions.
- Alternative methods of communication are used to deliver the curriculum including visual aids/prompts, non-verbal prompts & gestures.
- Multi-agency advice is followed with strategies implemented as required. This includes advice from the Aspire Inclusion Team, Speech & Language Therapists, Occupational Therapists, Physiotherapists, Cognition & Learning Advisors, Physical & Medical Advisors, Hearing Support Advisors, Visual Support Advisors, Autism Advisors, Educational Psychologists and CAMHS.

- There is a whole school approach towards the teaching of phonics, reading and spelling through a high-quality synthetic programme. This also bridges into early reading accuracy and fluency with online support for parents through the Read Write Inc (RWI) portal.
- IT is used as a tool for learning throughout the school.

4. Teaching and learning

<p>Whole school approaches The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school recognises the different learning styles of our pupils and consequently the curriculum is delivered using a multi-sensory teaching approach. • Lessons are carefully planned to reflect the incremental acquisition of core knowledge and skills in a sequential/cumulative approach 	<ul style="list-style-type: none"> • Lesson plans and strategies are shared between Class Teachers and Teaching Assistants to ensure that children with SEND have targeted support, provision and access to quality resources to support independent learning. • Teaching Assistants / Class Teachers work with small groups to: 	<ul style="list-style-type: none"> • Scaffolded and well-resourced activities are provided to enable all our pupils to access or work towards independent learning as needs led by the pupil. • In exceptional cases, it may be necessary for a pupil to follow a highly personalised and differentiated curriculum to meet their special educational needs. In

<p>which aids memory and knowledge retrieval.</p> <ul style="list-style-type: none"> • Learning sequences include clear stages and regular progress checks throughout the lesson to ensure all our children are on task and are being challenged. • Learning is made visible to teachers through carefully structured opportunities for targeted questioning and feedback. This enables teachers to make ongoing diagnostic assessments of pupil progress so that misconceptions are swiftly addressed and children are appropriately challenged. • The school has a no hands up approach to teaching and learning which promotes engagement and pupil accountability. • The school implements Learning to Learn strategies through our Learning Toolkit as well as supporting pupils to develop a growth mindset. • Adapted and scaffolded activities are used to meet the needs of all pupils. • Effective questioning is used to encourage learning. • Learning intentions and success criteria are shared in all lessons. • A Whole School Marking and Feedback Policy is adhered to 	<ul style="list-style-type: none"> - Ensure understanding - Facilitate learning - Foster independence - Keep students on task - Assess progress - Inform future planning • Technology is used to support independent learning including laptops, iPads, Chrome Books, Dictation Software, Speech-to-Text Software, listening stations. • Special access arrangements are put in place for internal and external tests and examinations e.g. extra time, adult readers, scribes. 	<p>such instances, school will seek internal advice from the Trust's Inclusion Team and external agencies where applicable.</p> <ul style="list-style-type: none"> • Individualised support may be deployed for children who require more intensive and targeted provision. This includes specialised support for those who may have: <ul style="list-style-type: none"> - Physical disabilities / needs - Sensory needs - Speech & language difficulties - Communication needs - Hearing and visual needs - Autism - Dyslexia - Dyspraxia - Social, emotional and mental health needs. • Outreach support from specialist agencies is sought where possible to improve outcomes for those pupils with complex learning needs. • We actively engage with other organisations and a range of professionals and professional services to ensure we can provide the most appropriate support for our pupils and their families. • Advice and strategies from external agencies and professionals are followed and evaluated as required.
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which clearly frames responses to pupil outcomes and supports the use of ongoing observation as well as marking in books. Teachers use whole class reflection and feedback to drive progress from one lesson to the next.




- Effective feedback and marking are in place with AMG's (Aggregation of Marginal Gains) used to take a child's learning forward.
- Visual timetables in each classroom display the timetable for the day.
- Peer tutoring and assessment is used to encourage learning motivation.
- Pupils are encouraged and supported to be responsible and independent learners. Pupil self-efficacy is a core principle in all teaching and learning.
- Pupils have the opportunity to work in both ability and mixed ability groups throughout the day depending on the nature of the learning task.
- Learning Walls support and extend children's learning.
- Differentiated success criteria is used where applicable.
- Pupil reflections regarding their own learning is encouraged and these

- Pupils have access to resources / equipment to aid their learning including coloured overlays, specialist writing equipment, fidget aids, visual prompts, PECS boards, Core Boards, Choice Boards, Now & Next Boards/First and Then Boards, Task Management Boards.
- Those pupils on the Record of Need with curriculum based targets have these written in a child friendly way. These are shared with the child and are accessible.
- Personalised success criteria is used to enable pupils to assess their learning and to promote independence for some individuals.

recorded in books and/or shared and discussed.

- Pupils are given time to respond to teacher's marking and to complete their AMG.
- Open ended questioning is used to promote curiosity and thinking skills.
- The Schools Behaviour Policy is followed.
- The school has established a Calm School Code which feeds into the behaviour policy and core values. Every class displays our code i.e. Listen Carefully, Act Kindly, Move Calmly. This is also displayed around the school.
- Every class works collectively on their class expectations to support positive work ethic and behaviour. This includes pupils detailing the expectations they have on their teachers / teaching assistants and vice versa.
- House points are awarded for positive learning behaviours.

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • In our classrooms, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult help i.e. pupils are encouraged to seek help from alternative sources before asking the teacher or teaching assistant. These include: <ul style="list-style-type: none"> - Peer support - Sourcing classroom resources - Selecting and using a range of appropriate tools - Developing thinking and learning skills. • Resources are available for children to use independently within the classroom. Equipment can be easily accessed by all to aid independence. These include: <ul style="list-style-type: none"> - Word banks - Word/sound mats - Hundred squares / number lines - Maths resources - Talking tins 	<ul style="list-style-type: none"> • All staff facilitate independence from all pupils. • Pupils have personalised equipment and resources to help them learn including coloured overlays, number squares, timers, differentiated success criteria, access to IT • Instructions and expectations are repeated and chunked as necessary to support with understanding. Consistent visual aids and non-verbal cues/gestures are used alongside the spoken word. • Where necessary, students have access to visual aids such as Now & Next Boards, First and Then Boards. • Social & Emotional sessions help to encourage independence and self-help skills. 	<ul style="list-style-type: none"> • A range of personalised resources will be available to support our pupils with developing self-help skills & independence, such as: <ul style="list-style-type: none"> • Personalised visual timetables / schedules where needed • Objects of reference where appropriate • NOW and NEXT planning boards • Core Boards • Choice Boards • Task Management Boards • Communication prompts • Individual workstations (in and out of class, if appropriate) • Individual Health Care Plans • Individual Behaviour Plans • Individual Risk Assessments • Positive Support Plans • Daily Sensory Diet • Furniture and tools adapted to need where necessary • Social Stories • Teachers / Teaching Assistants ensure that pupils can access the

- Coloured overlays (where appropriate)
- Pencil grips / specialist pencils (where appropriate)
- Fidget aids
- Toolkits
- Targets
- Interactive Learning Walls are displayed in each classroom to support teaching and learning.
- Children are taught skills of resilience and self-help strategies i.e. ways they can continue to work independently when appropriate.
- Differentiated success criteria are used and/or scaffolding of learning tasks.
- Children are encouraged to self-assess.
- TIS, R-time and PSHE programmes are used in each class.
- Specialised resources such as dyspraxia friendly rulers are available for all children and are commonplace within each class.
- All pupils have access to extra-curricular clubs which encourage independence and self-help skills.
- All areas of the school are accessible to everyone including those pupils with SEND.
- Pupils are given responsibilities throughout the school which they carry out independently.




task and have all the resources available.

- Teachers / Teaching Assistants ensure that the pupil knows how to ask for help or signal that help is needed.
- TEACCH strategies are implemented to support the development of independence skills where necessary.
- Visual cues and prompts are used.
- Teachers / Teaching assistants implementing 1:1 /2:1 intervention use 'catch me cards' to bridge the gap between intervention and class-based learning. The adult gives the pupil a specific learning intention for the week (related to their 1:1 target) and this is shared with all key staff. The child is then encouraged to tick the box each time they achieve the learning intention in class.
- Where appropriate, Teaching Assistants supporting pupils on a 1:1 basis encourage them to be very specific about what they need help with, along with asking what they have done already to find the help for themselves.
- Social & Emotional interventions help to encourage independence and self-help skills.

- Learning objectives are displayed / shared in each lesson and linked to the Learning Tree.
- All pupils are encouraged to change independently for PE, swimming, extra-curricular clubs and sports days/activity days.
- All teachers display a visual timetable which is used to support children who rely heavily on routine.
- House points are used to reward self-help skills and independent learning.
- Learning Warriors are identified in each class using our learning toolkit.
- Calm School Champions are identified in each class using the Calm School Code.
- Residential trips in Key Stage 2 challenge and encourage the development of age-appropriate self-help skills.
- All children have access to our Whole School Positive Behaviour System and staff are trained in and implement de-escalation strategies throughout the whole school. The Behaviour Policy feeds into our Positive Handling Policy. (The Positive Handling Policy details how de-escalation strategies underpin positive handling.)

- Pupils who require a high level of support may receive this from a number of different adults throughout the day/week. This will ensure that our pupils build resilience and self-coping strategies to enable them to cope when and if a key adult is absent.

6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Our school recognises the importance of personal development including social and emotional development. TIS/Emotional Coaching principals are being embedded in all teaching and learning provision. • We are a nurturing school and aim to develop the whole child. • Pupils have access to our SENDCo/ TIS practitioner, Elsa Practitioners or other key staff. • Positive learning behaviour is promoted throughout. • The SENDCo co-ordinates provision for students with well-being, social, emotional, physical and mental health needs. • The SENDCo is an Autism Champion and has attended Dyslexia Champion courses and training. • The school works in partnership with other agencies including with The Mental Health Support Team, Early Help Hub, Penhaligon's Friends, 	<ul style="list-style-type: none"> • Pupil Premium is used to support vulnerable children and group intervention. 1:1 and group support are provided by TIS practitioners, the SENDCo and other key members of staff to help progress the social and emotional development of pupils in need. This includes interventions to support self-esteem, resilience, social skills and emotional regulation. • Playground Leaders help the younger children settle into the playground as well as play with individuals who may feel lonely. • Year 5/6 have multiple leadership opportunities if they display positive behaviours and effort in their learning e.g. Pupil Leadership, Playground Leaders, Anti-bullying Ambassadors, Peer to Peer Mentoring • The environment is carefully managed to ensure that there are 	<ul style="list-style-type: none"> • CAFTACS, Child in Need (CHIN) meetings, Child Protection (CP) Early Support Meetings, SEND Meetings/ Annual Reviews are attended and supported by a range of outside agencies and advice is actioned accordingly. • Individual social & emotional assessments are used to tailor provision to need including Boxall Profiles. • Additional support is requested from a range of agencies as necessary including: <ul style="list-style-type: none"> - CAMHS - Mental Health Support Team - Dreadnought - Jigsaw - Social Care - Penhaligon's Friends - Young Carers - Young People Cornwall - School Nursing Team - Occupational Health - Autism Team

<p>CLEAR and Dreadnought to help deal with difficult times such as bereavement or family difficulties.</p> <ul style="list-style-type: none"> • PSHE lessons and assemblies include all children & where possible <u>all</u> class staff. • The school is a Trauma Informed School. All staff have received multiple training sessions on the impact of trauma on child development. There is a named practitioner. This qualified practitioner supports children with social, emotional and mental health needs. • The SENDCo is a Youth Mental Health First Aider and Wellbeing Champion. • All children have the opportunity to become a member of the Pupil Leadership Teams representing their year group at regular meetings. • Key staff are trained in First Aid (approved training and updated as required) • Our Relationships and Sex Education Curriculum starts from Early Years and continues through to Year 6 with age-appropriate materials to enable children to develop personally, socially and emotionally. 	<p>calm spaces across the school. These spaces are available for vulnerable pupils or a child who feels emotionally dysregulated at any time throughout the day. Staff are available to support and nurture these children until such time as they are ready to return to class.</p> <ul style="list-style-type: none"> • Key staff have completed the full PRICE training (Protecting Rights in a Caring Environment Training). • Motor skills intervention is implemented to support children with motor skills difficulties. • Where appropriate our pupils are encouraged to attend inter and intra-school competitions and activities to develop resilience and emotional well-being. • Outside learning opportunities are used to support health and emotional well-being. These include Wild Tribe. 	<ul style="list-style-type: none"> - Hearing Support Team - Vision Support Team - EAL Advisors - Inclusion Support Services - Cognition and Learning Service - Parent Partnership Service - Speech & Language Therapy - Educational Psychology - Health Services including paediatricians - Family Support - Early Support Service - Scope - Physiotherapy - CLEAR - Physical and Medical Advisor • Pupils with specific medical conditions have an Individual Health Care Plans which are shared with all staff following consultation with parents. • Home / School books are used to aid communication between School and parents/carers for specific individuals. • An Intimate Care Policy is in place and followed. • Individualised support is provided for pupils who begin to display signs of disaffection or disengagement. • Risk assessments are in place for children with SEND and who display challenging behaviours
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- Trips and residential trips are carefully planned to maximise opportunities and life experiences.
- Risk assessments are made for all trips and for day-to-day school events.
- A policy for the administration of medicine is in place.
- Sporting opportunities take place regularly.
- Cookery opportunities take place linked to the curriculum.
- Thoughts and Feeling Boxes are in each class with issues being addressed in the class setting or assembly.
- Assemblies from outside providers to support whole school ethos e.g. Olympic & Paralympic Champions, Lifeguards, Open the Book.
- Residential trips challenge and encourage the development of health lifestyles, well-being and emotional resilience.
- The school promotes and explores physical and mental well-being through our 'Healthy Active Living Week' in the Summer Term.
- All staff have received some PRICE training (Protecting Rights in a Caring Environment).
- The school have introduced the concept of the 'Window of Tolerance' to support individuals

including each child with an EHC Plan.

- Personalised provision is available for pupils who find break times too unstructured and stressful.
- Behaviour Maps & / or Positive Behaviour Support Plans where applicable are written for children who become dysregulated to crisis point or display challenging behaviours within school. These are shared & agreed with parents/carers as well as the child (where applicable), to ensure consistency in approach.

<p>with verbalising and managing their emotions and regulation levels.</p> <ul style="list-style-type: none"> The school will be introducing the Zones of Regulation. 		
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7. Social interaction opportunities and Communication




<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"> All pupils have equal opportunity to interact socially with the whole primary age range regardless of age, ability and additional need. There are opportunities for buddying sessions allowing older children and younger children to work together. Links with other schools e.g. through sporting events, allow pupils to interact with others. All pupils belong to a House group. Playground leaders support social interaction. All children have equal access to attend whole school trips/visits, after school clubs and shared experiences. 	<ul style="list-style-type: none"> Sports teams play in local tournaments against other schools. Year 5 & 6 have multiple leadership opportunities if they display positive behaviours and effort in their learning consistently. Social skills groups enable targeted children to receive support. Social groupings within classes are organised to support individuals. Social & Emotional interventions are used to help pupils develop their social skills. 	<ul style="list-style-type: none"> Support from other agencies including the Autism Team, the Speech & Language Team, Educational Psychology, Mental Health Support Team are sought, as necessary. Pupils are individually supported by TAs to enable their attendance at after school clubs, as necessary. Adult 1:1 support is given to promote successful interactions and friendships. Social stories, Social Behaviour Maps, Comic Strip Conversations are used to help children develop greater social understanding.

- Clubs take place both at lunchtime and either before or after school.
- TIS/Emotional Coaching principals are used in whole class sessions.
- All teachers prepare a pictorial vocabulary check list at the beginning of every new enquiry a which enables all children including those with SEND or other needs to learn key words before meeting them in lessons.
- Makaton is promoted throughout the school with all children and staff learning new signs weekly when a child in school communicates in this way.
- The SENDCo is an Autism Champion and has attended Dyslexia Champion training.

- Social & Emotional Interventions e.g. TIS , Talkabout, and Wild Tribe are used to support the development of social skills in individuals.
- Specialist communication aids both High Tech (e.g. Big Macks) and Low Tech (e.g. PECS, symbols and objects of reference, Core Communication Books) are used to support communication for individuals where and when necessary.
- The school works closely with other agencies. This includes the Speech & Language Therapists, the Early Years Inclusion Team, the County Autism Team and the Trust's Educational Psychologist. School will seek advice from these agencies where necessary and where a pupil meets the criteria for involvement. These agencies may work with individuals and provide written advice or programmes of work. Any recommendations or advice is disseminated and implemented by staff.
- Makaton is used to communicate with some of our pupil when required.

- Technology is used to support pupils with EAL to communicate with others.

8. The physical environment (accessibility, safety and positive learning environment)

<p>Whole school approaches The universal offer to all children and young people.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those children with SEND. • Wheelchair access is available to all of the main parts of the school. • Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. • There is a designated Child Protection & Safeguarding Lead, Deputy Child Protection Leads and a named Child in Care teacher responsible for those Children in Care. • All staff receive annual Level 2 Safeguarding Training with the Designated Safeguarding Leaders receiving Level 3 training. 	<ul style="list-style-type: none"> • Adaptions are made to the learning environment to suit group or individual needs. • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during the day including unstructured times. • Access to specialist equipment and resources where appropriate, including Move & Sit cushions. • Access to calm, safe areas throughout the school. • Quiet areas are available to pupils both in the playground and within the school. Each class has a reading area. 	<ul style="list-style-type: none"> • Designated teaching areas are available. • Dedicated resources matched to pupils' needs are available. • Individualised motivators and rewards are used. • Classrooms are made accessible for children with additional needs. • Specialist equipment enables disabled children to be as independent as possible • If needed, children have individual risk assessments. • Non-white paper and overlays are provided for pupils with scotopic sensitivity/visual stress.




- Teachers focus on rewarding positive behaviours to promote a positive learning environment.
- Intrinsic reward is woven into the whole school culture and values which promote metacognition, the mistake process, Growth Mindset, Learning Warrior and the Learning Toolkit. However, we also recognise there is a place for extrinsic reward for some of our pupils.
- Our termly school value and enquiry question are displayed in each classroom and throughout the school. (The school has 6 terms throughout the academic year).
- Our Calm School Code is displayed in each classroom and throughout the school.
- The school staff work together to catch mistakes and use these with children as learning opportunities.
- Anti-bullying policy is in place.
- Pupils' work is displayed throughout the school in a variety of ways.
- Classrooms include a good mix of celebration of pupils' work and working walls to support pupils' learning.
- Every class has visual timetables displayed.
- Children have access to a variety of IT resources including Chrome Books and iPads.

- There are named adults who are PRICE trained.
- An adapted toilet / changing facility is available for those who may need it.
- Disabled toilets are available.
- Non-slip, non-breakable equipment available in practical lessons.

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| <ul style="list-style-type: none">• School and pupils' awards are displayed prominently in key areas of the school.• Outdoor activities are planned as part of the everyday curriculum.• Clubs provide opportunities to outdoor learning.• We are a Trauma Informed School, with a named TIS practitioner who supports children with social, emotional and mental health needs.• Use of the school grounds and the local area for learning opportunities is a regular occurrence, with a school aim to use the outside environment for as much as possible in addition to the opportunities outlined above.• Pupils in the Early Years Foundation have access to the outside area.• Areas of the playground are designated for different activities.• Residential trips are arranged for Key Stage 2.• The school has a large library.• The school is a secure site.• Staff report building defects which present a health and safety risk immediately for attention.• Termly fire drills occur and exit doors & routes clearly identified.• Risk assessments for medium to high-risk activities are carried out and shared with staff. | | |
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- White screens are avoided on all projected materials including SMART boards, computers, iPads.
- The school has a calm library which can be accessed by any pupil in time of need.
- The school has a bike trail, gym trail and outdoor gym equipment.
- Each class has a reading corner to promote a love of reading.

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"> • Meetings are held between the current and next class teacher in the Summer Term. • Meetings between the next class teacher and the SENDCo are held in the Summer Term. • There are at least 4 consecutive transition days (Fly-Up Days) in the Summer Term where all children spend a day in their new class with their new teacher. • The Year 6 children attend transition days at their chosen secondary schools. 	<ul style="list-style-type: none"> • One Page Profiles are used to aid transition for all pupils with SEND. • Transition visits are carefully planned with those pupils identified as possibly struggling with transition having additional visits. • The SENDCo discusses needs and provision of pupils identified on our Care & Guidance plans, SEMH Matrices the Record of Need and our On Alert list with the secondary school SENDCo and SEND team. 	<ul style="list-style-type: none"> • Children visit their new classroom with a trusted adult on an individual and flexible basis. • Visual prompts / photographs / individual internal visits are used to promote a smooth and positive transition. • Social Stories / Visual Cues / Photographs/ Transition books are used with an individual to aid transition. • 1:1 visits to secondary settings are arranged if necessary. • Early identification of a 'key worker' at secondary settings is




- There are strong links with the pre-schools and with the secondary schools.
- Transition meetings are arranged with parent/carers and attended by the EYFS teachers and key staff (including the SENDCo if necessary) for Reception aged children in the Summer Term prior to their start in September.
- The EYFS teachers (and SENDCo where necessary) visits other educational settings for any child joining the school in our Reception year.
- Nursery children in other settings are invited into our EYFS class for a range of transitional visits both with and without parents including our Stay and Play sessions and Teddy Bears Picnic before starting school.
- Induction meetings are held for all children in Reception.
- Induction meetings are held for parents of children joining our school.
- Opportunities to interact in larger groups of children are encouraged to prepare children for larger groups and environments.
- The Year 6 teacher and SENDCo meet with key secondary setting staff.
- Opportunities to attend activities at secondary settings are provided,

- All SEND paperwork is passed to a pupils' new setting.
- Group work or 1:1 support is provided by key staff to aid transition as required.
- Communication with the transition school is robust.

- used if required to help build familiarity.
- Advice / support from other agencies e.g. Educational Psychologists, ASD team is implemented to ensure that pupil transition is as smooth as possible.
- The SENDCo or SENDCo Support worker from the secondary school attends Year 5 & 6 Annual Reviews and Early Support Meetings where appropriate.
- Communication Passports are prepared to take to the new school where appropriate. These are also sent to the new setting prior to a pupil starting (where possible).
- Where necessary, our pupils are supported by a TAC/Early Support plan to ensure transition planning is robust and meets the needs of the individual.
- The SENDCo will arrange additional transitional visits for those children who would benefit further from visiting their new placement and to build relationships with key staff.

including sports activities and academic sessions.

10. The SEND qualifications of, and SEND training attended by, our staff

<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 SENDCo has been accredited with the National Award for SEN Co-ordination, a post graduate qualification. • The SENDCo is TEACCH trained. • The SENDCo has been awarded Thrive Practitioner status and TIS Practitioner Status. • The SENDCo undertakes additional TIS training and supervision. • TIS Practitioners and school staff can access supervision through Head Start. • All teaching and non-teaching staff have participated in multiple whole school Thrive and TIS training led by one of the Thrive / TIS trainers. • The SENDCo and key members of staff have attended training in dyslexia, dyscalculia, autism, sensory processing, speech & communication needs and social & emotional needs. 	<ul style="list-style-type: none"> • Teachers and Teaching Assistants attend relevant courses to support the children that they are working with. • 	<ul style="list-style-type: none"> • Key members of staff throughout the school including the SENDCo work closely with outside agencies, including the Speech & Language Therapist, Educational Psychologist Service, Vision Support Service, the ASD team etc to ensure that individual needs are met. • The SENDCo has had Manual Handling Training from SCOPE which is updated as required. • The SENDCo has training in epilepsy and anaphylaxis training. • All staff have completed anaphylaxis training.

- All staff have attended 'PRICE' training with key members completing the full training day to included positive handling techniques.
- All staff have received training in de-escalation strategies.
- All teaching staff have attended training using assessment to track pupils with SEND working at Pre-Key Stage Standards.
- The SENDCo is an Autism Champion.
- The SENDCo a Dyslexia Champion.
- The SEND training needs of all staff are established through discussion, on a needs basis, through questionnaires and performance management.
- The SENDCo attends National & County SENDCo network meetings and training as well as Aspire SENDCo network meetings. Information is then disseminated with the rest of the staff at staff meetings.
- The SENDCO and key staff have attended Makaton training.
- All teaching and non-teaching staff have received training on how to develop a Total Communication Environment.
- All teaching and non-teaching staff have received training on Developmental Language Disorder.
- The school seeks the support of outside agencies e.g. the Educational Psychologist, the County Autism Team,

<p>Communication Support Team, Speech & Language Therapists to support with training needs.</p> <ul style="list-style-type: none"> • The SENDCo and Strategic Partner have attended Brain Development Conferences and have delivered training to all members of staff. • All staff receive regular CPD updates and relevant training according to their role. 		
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology Team	Educational Psychologists (EP) are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them. .	Aspire Multi-Academy Trust has secured support from an independent Educational Psychologist. There is a criteria for involvement. In the first instance, school staff are required to discuss an individual pupil with their allocated Aspire Area SENDCo. .
Mental Health Support Team	The team in Cornwall are an NHS service which works within school settings to provide early intervention for primary school children who are experiencing difficulties such as low mood and anxiety. They also support education staff in implementing strategies across	Our Mental Health Support Worker Practitioner is Hayley Klrby Referrals can be made through the SENDCo or Head of School.

	<p>the whole school to try to ensure that children's wellbeing is supported and promoted throughout school life.</p> <p>The teams aim to deliver 3 core functions:</p> <ol style="list-style-type: none"> 1. Delivering evidence-based interventions in schools for mild to moderate mental health issues. 2. Supporting the senior mental health lead in each education setting to introduce or develop their whole school or college approach to mental health and emotional wellbeing. 3. Giving timely advice to school and college staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education. <p>Delabole Primary School has signed up to the service and have been allocated dedicated time from a Mental Health Support Worker.</p> <p>There is a criteria for involvement for this service.</p>	
Child & Adolescent Mental Health Services (CAMHS)	Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex	<p>Referrals can be made in a variety of ways including through the SENDCo and GP.</p> <p>Contact the Early Help Hub on: 01872 322277</p>

mental health problems. CAMHS also provide support and advice to their families or carers.

Child and Adolescent Mental Health Services (CAMHS), support children and young people up to the age of 18. The service helps children and young people deal with emotional, behavioural or mental health issues. These include:

- Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem
- Problems with behaviour e.g. violence, destructiveness, self-harm, hyper-activity, over-sexualisation and obsession
- Relationship problems, including difficulties in the family, with friends or colleagues, in school or the community, as well as difficulties associated with attachment and loss
- Problems with development or disability e.g. bed-wetting and difficulties with eating, sleeping or talking
- Emotional problems linked to physical health issues e.g. difficulties with taking medication as prescribed by a doctor

These offer lots of different kinds of support and have a wide range of people who are trained to help. These include social workers, doctors, nurses,

Email: earlyhelphub@cornwall.gov.uk or if you wish to make a referral please use the appropriate link below.

The website for professionals is www.cornwall.gov.uk/earlyhelphub

The website for parents is www.cornwall.gov.uk/earlyhelp

	psychologists, mental health workers and other therapists.	
Autism in Schools Team	<p>The majority of the work undertaken by the Autism in Schools Team in Cornwall promotes the inclusion of young people with Autism in an educational setting through work set in both the home and at school. Professionals within the Autism in Schools Team will support multi-agency working, promote a joint problem-solving approach and promote interventions that are evidence based.</p> <p>The Autism in Schools Team (AST) consists of:</p> <ul style="list-style-type: none"> • five Autism Advisers • a Highly Specialist Speech and Language Therapist and • eight Autism workers and Senior Autism workers <p>The team is line managed by a Senior Educational Psychologist.</p> <p>They are organised into three area teams; west, mid and east Cornwall. This is to provide a more efficient service.</p>	<p>Request for casework</p> <p>Please note the Autism in Schools Team only accepts casework requests from schools in Cornwall</p> <p>If you are a parent, please talk to your child's SENCO about making a referral to the team. We can work with children who are on roll at a school but not attending (eg due to anxiety) if they would like support to return to school</p> <p>Children being referred for individual work must have a diagnosis of autism. Schools can support children without a diagnosis in other ways. This could be group work, support from the Autism Champion, case discussion, etc.</p>
Physical & Medical Needs Advisory Service	The Physical and Medical Needs Advisory Service can advise and	'Requests for Involvement' from schools are made via the SENDCo. Referrals can also be

	<p>support educational settings to make reasonable adjustments and take positive steps to meet the curriculum access needs of children and young people with Special Educational Need and Disabilities.</p> <p>The Physical and Medical Needs advisors can support an educational setting to identify and assess the access needs of individual children and young people in terms of access to:</p> <p>Their key services include:</p> <ul style="list-style-type: none"> • Advice on access to school equipment, resources, classroom and wider school environment • Advice on transitions for students with physical and/or medical needs • Advice on risk assessments for pupils with physical and/or medical needs • Advice on enabling and engaging pupils with physical and/or medical needs. • Advice and guidance to support pupils with Developmental Co-ordination Disorder • Advice on use of I.T to promote inclusivity and independence throughout a student's journey 	<p>made from medical professionals and from other colleagues in the Council's SEN Support Services.</p> <p>The eligibility criteria for each service is listed on the referral forms.</p> <p>Our advisor is Steve Deacon</p>
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	<ul style="list-style-type: none"> • Brochure for schools 	
Early Support Service	<p>Early Support is a coordinated approach which brings together families and professionals to address a child/young person's additional need or disability.</p> <p>Early Support works to improve the way that services work with disabled children, young people, and their families.</p> <p>Early Support uses national principles to ensure that children, young people, and their families are at the center of the services with a key working practitioner who can offer a single point of contact, coordination, and support where families need it.</p>	<p>Early Support TAC meetings can be requested by the young person, parents, carers, or professionals. You can ask about Early Support either via the SENDCo or contacting the Early Help Hub.</p> <p>Request forms, further information and resources for Early Support in Cornwall and nationally are available at:</p> <p>www.cornwall.gov.uk/earllysupport</p>
Speech & Language Therapy Team	<p>The Speech & Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.</p> <p>Delabole Primary works closely with a highly qualified and experienced Speech & Language therapist.</p>	Referrals are made through the school by the SENDCo.

Occupational Therapy Service	<p>The Occupational Therapy service is available for any disabled child or young person resident in Cornwall aged 0 - 18 years who has a permanent and substantial learning or physical disability and a need to improve their access, independence, and activities of daily living.</p> <p>We usually assess children and young people who have:</p> <ul style="list-style-type: none"> • A physical disability • A learning disability • A chronic life-limiting or life-threatening condition • Sensory impairment or loss • Autism Spectrum Condition • Other complex needs <p>To make sure that disabled children and young people have the right support we will assess individual need and jointly agree the services that need to be put in place.</p> <p>Services include the arrangement of loan equipment, moving and handling advice for children and carers, arrangement of minor and major adaptations.</p>	<p>Anyone can make a referral for the Occupational Therapy Service if they want an assessment for a disabled child or young person. You can call or make a written referral directly to the Multi-Agency Referral Unit (MARU) for Children on 0300 123 1116, based at County Hall, Truro, TR1 3AY.</p> <p>There can be a high demand for the service so referrals are prioritised according to urgency of need and risk of potential harm. If the Occupational Therapy service is not appropriate to help, they aim to offer other ideas and signpost you to more suitable help.</p>
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	<p>The Occupational Therapist can arrange to loan the equipment that your child needs at home via the Cornwall Community Equipment Loan Service.</p> <p>Major adaptations are funded via the Disabled Facilities Grant (DFG). For some children and young people, the occupational therapist makes a recommendation to the Home Solutions Team, Cornwall Council, who provide a service for the adaptations process and decide about the eligibility for the DFG.</p> <p>For advice on eligibility for Disabled Facilities Grants to adapt a home for someone with a disability please see: www.gov.uk/disabled-facilities-grants/overview</p>	
Paediatric Orthopaedic Physiotherapy Service	<p>This service is for children (age 0 - 18 years if in full time education) presenting with paediatric specific orthopaedic conditions only.</p>	<p>Please see Paediatric Physiotherapy Services Directory for correct referral routes.</p> <p>If required, email advice can be obtained from the Paediatric Orthopaedic Physiotherapy Team via rch-tr.PaedsOrthoPhysio@nhs.net</p>

Children and Young People's Eating Disorder Service

This is a specialist service offering community-based treatment for people under the age of 18 with a suspected or diagnosed eating disorder. They are commissioned to treat individuals with anorexia nervosa, bulimia nervosa and other specified feeding or eating disorders.

They do not offer treatment for binge eating disorder or avoidant restrictive food intake disorder. If you feel that you or your child are suffering from these conditions, please refer to the links further down this page.

The service covers the whole of Cornwall and the Isles of Scilly and is run by 4 separate providers. The therapy part of the team includes:

- family therapists
- systemic practitioners
- a psychiatrist
- a psychologist
- occupational therapists
- a specialist nurse practitioner
- dietitians
- an administrator

The best way to make a referral to the service is to visit your GP in the first instance. They will be able to access the referral form via the referral management service. The form prompts for specific information that they need in order to accept and process your referral.

If you are having trouble with getting referred to the service, it is recommended that you contact the team directly on 01579373850. The team knows that it is really important when managing an eating disorder that treatment is started as soon as possible, so they want to avoid delays as much as they can.

	<p>The physical monitoring part of the team run by Kernow Health includes physical health nurses and health care assistants. The paediatric part of the team run by Royal Cornwall Hospitals NHS Trust and Derriford Hospital includes paediatricians and a paediatric specialist nurse. All 4 segments of the service work closely together to ensure that children and young people within the children and young people's eating disorder service receive the most appropriate care for their eating disorder.</p>	
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<p>Cornwall AAC (Augmentative and Alternative Communication) Team</p>	<p>Cornwall Council AAC Team comprises of two part time AAC Technical Officers and one part time AAC Adviser.</p> <p>The AAC Technical Officers work as part of Cornwall AAC Assessment Team to assess and provide loan equipment for students to communicate with. After a student has been assessed, the AAC Technical Officers provide long-term advice, guidance, training and resources to the student, their family and their educational setting.</p> <p>The AAC Technical Officer also can organize repairs to loaned communication aids.</p> <p>The AAC Adviser can support students across Cornwall in accessing their loaned communication aids in educational settings, providing support to teaching and support staff in implementing the communication aid effectively, promoting inclusion and signposting to other agencies where applicable.</p>	<p>Contact Laura Baggley AAC Lead, Cornwall Council Telephone 0748396815 E-mail aacsupport@cornwall.gov.uk</p>
<p>Vision Support Team</p>	<p>This is a specialist team comprising of;</p> <ul style="list-style-type: none"> • Advisory Teachers of the Vision Impaired 	<p>Referrals are made through the SENDCo</p>

	<ul style="list-style-type: none"> • Qualified Paediatric Habilitation Specialists • Sensory Support Service teaching assistants <p>They work with a wide range of children and young people who have varying levels of vision impairment.</p> <p>They work with</p> <ul style="list-style-type: none"> • children and young people (0-25 years) with a diagnosed visual impairment • their families • settings, schools (mainstream and specialist) and post 16 providers • other professionals <p>They provide support by</p> <ul style="list-style-type: none"> • giving support and advice to families and settings/schools following diagnosis • providing specialist teaching for some learners (for example, Braille and Assistive Technology) • providing habilitation training for identified learners • carrying out functional visual assessments followed by written reports and advice 	
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	<ul style="list-style-type: none"> • providing general advice about visual impairment and monitoring for learners • providing advice about specialist adaptations to learning materials • providing advice about the school/setting environment in line with the Equality Act • providing advice about specialist equipment • training staff who work with settings. Information is on School Messenger and is booked through Cornwall Learning Online • providing statutory advice for EHCP Needs Assessments and EHCP reviews • supporting transition between phases and stages of education • working in liaison with a wide range of professionals 	
Dreadnought	<p>The Dreadnought Centre is a registered Charity working Countywide with children and young people who are experiencing problems in their lives. The Dreadnought Centre seeks to empower young people to make informed decisions for themselves and to enable them to change their lives. Dreadnought has an outreach project in the North, West and East of the</p>	<p>Referrals can be made through the school by the SENDCO For further information or enquiries contact the team on: 01209 9218764 Email team@thedreadnought.co.uk Website www.thedreadnought.co.uk</p>

	County, providing many services for children and young people in their local area.	
Scope	<p>Scope is a registered charity that provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children.</p> <p>Scope is a charity that exists to make this country a place where disabled people have the same opportunities as everyone else. They provide free, independent and impartial information and support on the issues that matter to disabled people and their families.</p> <p>Scope's helpline provides free, independent and impartial advice and support on issues that matter to disabled people and their families. Their information officers can answer questions and talk you through a wide range of topics connected with disability, including:</p> <ul style="list-style-type: none"> • benefits • finance • social care • work 	<p>Telephone: 01726 212706 cornwall@scope.org.uk</p> <p>You can also find additional information resources and links to service providers on our website www.scope.org.uk</p>

	<ul style="list-style-type: none"> • equipment and assistive technology • housing and home adaptations <p>They can also put you in touch with local providers of information and support and other Scope services in your area.</p>	
School Nursing Team	<p>School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy.</p>	<p>Referrals can be made through the Early Help Hub by parents/carers, GPs or the SENDCo.</p> <p>If you want advice, please call the Early Help Hub on <u>01872 322277</u> Email: <u>earlyhelphub@cornwall.gov.uk</u></p> <p>If you wish to make a referral, please use the appropriate link below.</p> <p>The website for professionals is <u>www.cornwall.gov.uk/earlyhelphub</u></p> <p>The website for parents is <u>www.cornwall.gov.uk/earlyhelp</u></p>
Hearing Support Service	<p>The Hearing Support Team provides specialist support for infants, children and young people in Cornwall affected by educationally significant hearing loss.</p>	<p>Referrals can be made through the SENDCo</p> <p>If you are worried about your child or young person's hearing you can also contact your GP or Health Visitor and ask for a referral to Audiology.</p>

The Hearing Support Team is a specialist team of:

- Advisory teachers of the deaf
- A highly specialised speech and language therapist
- Sensory support service teaching assistants
- undertake educational audiological assessments
- observe and work with the individual
- liaise with the parents and relevant staff to identify that individual's educational needs related to their hearing loss
- provide advice or direct support as appropriate.

The team works with

- children and young people (0-25 years) with a diagnosed hearing loss. This has an educationally significant impact on their learning
- their families
- settings, schools (mainstream and specialist) and post 16 providers
- other professionals
- undertaking audiological and educational assessments. These are combined with observations and liaison with families and staff.

An individual's educational needs can then be identified

- providing advice about specialist adaptations to learning materials and the environment. This is in line with the Equality Act
- providing advice and training about specialist equipment
- training staff who work with settings. All training is advertised through School Messenger. Bookings should be booked through Cornwall Learning Online
- providing statutory advice for EHCP Needs Assessments and EHCP reviews
- providing a level of specialist teaching or monitoring. Levels of support are determined using [National Sensory Impairment Partnership \(NATSIP\)](#) criteria. They are regularly reviewed
- supporting transition between phases and stages of education
- providing specialist speech and language therapy support and advice to some learners. These will have Severe or Profound hearing loss or cochlear implants. Following discussion, a referral can be made by the Advisory Teacher of the Deaf
- arranging optional enhancement / enrichment activities. These

	<p>enable children, young people with a hearing loss and their families to meet others. They can share experiences and support their emotional well being</p> <ul style="list-style-type: none"> • providing Pre-school 'Stay and Play' sessions for families of children 0-5 years • contacting families within 48 hours to offer support where there is a diagnosis of permanent hearing loss. This is following the new-born screening programme performed by the audiology service • working with a wide range of professionals 	
Cognition and Learning Service	<p>This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs.</p> <p>The service works with learners with:</p> <ul style="list-style-type: none"> • Specific Learning Difficulties (SpLD - including dyslexia) and • Moderate (or general) Learning Difficulties 	<p>Referrals can be made through the SENDCo .</p>

Educational Welfare Officer	Educational Welfare Officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. At Delabole Primary we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise. The Education Welfare Service can also offer support and help to pupils, parents, carers and schools who may be having problems with attendance.	Contact via school.
Family Information Service (FIS)	The Family Information Service is Cornwall's main signposting service for parents and carers of children aged from 0 – 20, or 25 if they have additional needs. As well as advice over the telephone, they also have a website full of information for families and professionals	Telephone: 0800 587 8191 or 01872 323535 Email: www.fis@cornwall.gov.uk Family Information Service Care and Support in Cornwall
Multi Agency Referral Unit (MARU)	The Multi-Agency Referral Unit (MARU) provides a multi-disciplinary response to concerns about the welfare or safety of a child in line with the LSCB guidance on interagency thresholds/continuum of need.	Telephone: 0300 1231 116
Penhaligon's Friends	The vision of Penhaligon's Friends is to provide bereavement support for children, young people and their parents and carers. The project aims to	Telephone: 01209 210624 Email: enquiries@penhaligonsfriends.org.uk

	<p>enable children and young people to remember the person who has died, to meet others to share their experiences and to improve communication between parents and children. Penhaligon's Friends offers group support, one to one support, telephone support, text support, email support, support to young parents, support to dads/male carers, peer support, parent/family support, advice/information/signposting. The project is for all children and young people (up to 18 years old), their parents and carers, and operates across the whole county of Cornwall. There are no costs to parents and carers, all services free at point of delivery. Transport can be provided.</p>	<p>Website: http://www.penhaligonsfriends.org.uk</p> <p>Referrals can be made through the school SENDCo or by a parent/carer/family member.</p>
Early Support Service	<p>Early years support is about improving services for families with young disabled children. It is a way of working that keeps families at the heart of discussions and decision-making about your child.</p>	<p>Contact Cornwall Family Information Service (FIS) by phone on 0800 587 8191 or via email at www.fis@cornwall.gov.uk.</p>
SENDiASS (Cornwall Parent Partnership Service)	<p>Cornwall Special Educational Needs Disability Information, Advice and Support Service (SENDiass) provides information, advice, support and training for young people and parents and carers of children with special educational needs and/or disabilities (age 0-25). The service is confidential, independent, impartial, and free.</p>	<p>Telephone: 01736 751921 Website: www.cornwallsendiass.org.uk</p>

Lakefield Equestrian Centre	Lakefield Equestrian Centre is a recognised Disabled Centre with the Riding for the Disabled Association providing riding therapy & physical development for pupils.	Lakefield Equestrian Centre & Caravan Park, Lower Pendavey Farm, Delabole, Cornwall, PL32 9TX enquiries@lakefieldcaravanpark.co.uk Tel: 01840 213279
CLEAR ~ Children Linked to and Experiencing Abusive Relationships	<p>CLEAR supports children and young people aged 0-18 who have been harmed by emotional trauma, in particular by abuse. Abuse may be direct or through being linked to an abusive relationship and can be physical, sexual, psychological or emotional.</p> <p>They also work with the impact of emotional trauma where children and young people may have witnessed or been involved in events such as road traffic accidents or fires.</p> <p>They offer a broad range of therapy delivered by qualified and experienced professionals. The service is registered with and accredited by the British Association of Counsellors and Psychotherapists (BACP). They are the only BACP accredited children's therapy service in Cornwall.</p>	<p>Tel: 01872 719133</p> <p>Website Children & Young People - CLEAR (clearsupport.net)</p> <p>Referrals can be discussed with the Head of School or SENDCo</p>

	They can also offer support for wider family members tailored to family needs and circumstances.	
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12. This is how we:

a. **Assess and review the progress of our children/young people's progress towards outcomes.**

Our school has an open-door policy to parents /carers, and we encourage you to discuss any problems or concerns with staff.

Teachers are continually monitoring and assessing your child's progress – academically, physically, socially and emotionally. Any behavioural changes are investigated with the support of parents/carers to ensure that needs are being met. Any pupils causing concern are immediately discussed with the relevant members of staff on the Senior Leadership Team and Senior Management Team i.e. Head of School, SENDCo and Senior Teacher. Progress is monitored through a rigorous assessment process, enabling teachers to identify gaps in children's learning and plan for extra support. Academic attainment is tracked 3 times per year and any pupils not on track to achieving their personal targets are immediately flagged up to the Senior Leadership Team. Social and emotional development of vulnerable children is tracked at least three times per year using SEMH assessments such as the Boxall Profile and through Care & Guidance Team Meetings and SEMH Matrices. Those children identified as having Social and Emotional needs are tracked termly. This system aims to identify pupils making less than expected progress given their age and individual circumstances.

Delabole Primary School follows the graduated response using the Assess, Plan, Do, Review Cycle as detailed in the Special Educational Needs and Disability Code of Practice (January 2015). The graduated response starts at the whole school level with universal provision as Quality First Teaching being the firm foundation of inclusive teaching for all learners.

Conversations between the class teacher, SENDCo and parents/carers are held regularly.

If a student is not making satisfactory progress, or presents other concerns, the class teacher holds further discussion with the SENDCo. The pupil will be placed On Alert. Strategies and approaches, which are currently in use, are reviewed and the effectiveness evaluated. Where this review leads to the conclusion that the student requires further additional help and support, they are placed at SEN Support on the Record of Need, after consultation with parents/carers. Delabole Primary School adopts a person-centred approach whereby interventions are chosen to match the needs of the child. The school works closely with therapists and external agencies to identify the holistic needs of every child. This includes the Aspire Inclusion Team, the Educational Psychologist, the County Autism in Schools Team, The Early Help Hub, and the Educational Welfare Officer and the Mental Health Support Team.

How is the decision made about what type and how much support my child will receive?

On Alert

If a pupil's academic and/or social and emotional development becomes a cause for concern, the pupil is placed On Alert. Parents/carers will be consulted at a meeting and an Initial Concerns Form will be completed to outline areas of concern.

SEN Support

Where a review leads to the conclusion that a pupil needs additional help and support, they are placed at SEN Support on the Record of Need, after consultation with parents/carers. When we have all the available information, we consider the next strategy for action including up to 3 targets which will be agreed with parents and the child (where applicable). A range of teaching interventions, aids and strategies specifically aimed at the child's targets are put in place. Progress is monitored closely by the class teacher, SENDCo and Head of School and is reviewed with parents / carers and the pupils where age and need appropriate at least 3 times per year depending on the level of need.

An Individual Provision Map (IPM) is written to reflect areas of support, targets and any amendments to provision including additional interventions, after consultation with multi-agencies (where applicable), parents/carers, the pupil, SENDCo and class teacher. Provision may consist of support from teaching assistants/ teaching staff, small group intervention, in class support, specialist resources and activities, working with external support agencies etc.

Education Health and Care Plan

If a pupil has an Education Health and Care Plan (EHCP), an annual review is held for pupils in Year 1 and above. A six-monthly review is held for pupils in the Foundation Stage. At this meeting, decisions are made regarding the continuation of the plan. The effectiveness of provision is reviewed, and objectives and strategies amended accordingly. New long-term objectives for the following year are set if necessary. All relevant professionals are invited to attend or submit a report. Parents/ carers attend, and the views of the pupil are considered (where need appropriate). Pupils with EHCPs are entitled to additional support as details in their documentation.

Removal from the Record of Need

Once placed at SEN Support, pupil progress will be monitored for at least three cycles of Assess, Plan, Do, Review. Where students make consistent progress, they may be removed from the Record of Need following a review meeting with parent/carers. These pupils will be then placed 'On Alert' where their progress will be closely monitored over the next 1-2 cycles.

b. Evaluate the effectiveness of our provision for children and young people with SEN

Pupil progress will be continually monitored by their class teacher. Their progress will be reviewed termly (six times per year) with the teacher, SENDCo and SLT, although any concerns raised will be addressed sooner.

Where it is identified that a pupil has SEND, the school will take action towards the removal of the barriers to their learning. This SEND support takes the form of a four-part cycle (the graduated approach) through which earlier decisions and actions are revisited, refined and revised in collaboration with the parent and pupil (where appropriate). The school will work in partnership with all stakeholders to gain understanding of the pupil's needs and what support is needed to ensure the pupil makes good progress. Parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The graduated approach is an ongoing cycle that enables provision to be refined and revised as the understanding of a pupil's needs grow. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. This ASSESS, PLAN, DO & REVIEW cycle is used for all children on the Record of Need.

The Graduated Approach

The graduated approach focusses on inclusive practice to break down barriers to learning. For the majority of children and young people this can be achieved through personalisation, differentiation &/or scaffolding but individuals with SEND may need provision that is **additional to, and different from**, their peers.

When a pupil is identified as having SEND the school takes immediate action to put effective SEND provision in place to ensure that all barriers to learning are removed.

As soon as a pupil is identified as having SEND parents/carers are informed and the pupil is placed at SEN Support on the Record of Need. The school works in partnership with parents/carers, listening to their views and proactively involving them in decision making and planning.

SEND provision is reviewed at least termly and all reviews involve the child (where need appropriate) and their parent/carers. It may be decided that advice from a specialist professional is required in order to meet the needs of a child. Information regarding the external support available will be published as part of the Local Offer.

What happens at each phase of the 'assess, plan, do, review' cycle?

Assess

Clear analysis is made of the pupil's needs on:

- Views of the pupil and their family.
- Teacher assessments and observations.
- Pupil's current attainment.
- Pupils previous progress and attainment.
- Tracking of progress and comparisons with national data.
- Assessments by external agencies, if appropriate.

Plan

Following assessment, the teacher, SENDCo, parent or carer and pupil, agree on a plan of action to include:

- Outcomes for the pupil expressed as SMART targets.
- The adjustments, support and interventions to be put in place.
- A date for review.

All planning is pupil centred and outcomes focussed and recorded.

Do

Each pupil, teacher and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

Teachers are responsible for:

- Differentiating and personalising the curriculum.
- Delivery of '**additional and different**' provision for a pupil with SEND.
- Planning, support and impact measuring of all group and one-to-one interventions delivered by support staff.
- Interventions linked to classroom teaching.

The SENDCo supports teachers in the effective implementation of provision.

Review

The quality, effectiveness and impact of provision is evaluated by the review date:

- Evidence of impact is considered in conjunction with the planned outcomes.
- Information is shared with the pupil and their family.
- Everyone's views on progress are shared.

If the pupil still has SEND, the cycle then starts again at assess with the updated needs of the pupil. SMART outcomes must be agreed before planning a continuation of, or change to, the 'additional to and different from' provision taking account of all the learning to date.

The effectiveness of provision is monitored by the Senior Leadership Team through a variety of means including discussions with all stakeholders, book scrutinies, learning walks, the tracking of pupil progress against targets etc.

c. Handle complaints about the provision made at school

The procedure for managing complaints is specified in the school's Complaints Policy and on the Aspire Academy Trust Website.

Initial concerns or enquiries about a pupil with special educational needs or SEND provision should be dealt with the class teacher, the SENDCo, the Head of School or the Strategic Partner. There is no suggested timescale for resolution at this time given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy.

All formal complaints that are received will be recorded in school and acknowledged in 10 working days and an investigation will proceed to the timescale outlined in the Complaints Policy.

Cornwall's Local Offer can be found on [The Cornwall Family Information Services \(FIS\) website](#)
[Family Information Service Cornwall](#)

Answers to Frequently asked Questions

How does your school know if children/young people need extra help?

Our school has an open-door policy to parents /carers, and we encourage you to discuss any problems or concerns with staff. Teachers are continually monitoring and assessing your child's progress – academically, physically, socially and emotionally. Any pupils causing concern are discussed with the relevant members of staff e.g. Head of School, SENDCo, Class Teacher. Progress is monitored through a rigorous assessment process, enabling teachers to identify gaps in children's learning and plan for extra support. This may be through differentiated activities, additional adult support or planned intervention (either in a group or individually.) Teachers and key staff talk regularly to parents and request your support in the home environment to try and overcome barriers to learning.

If a child transfers to our school, we always do our utmost to find out as much information as possible about that child from parents and the child's previous educational setting. If there are external professionals involved with that child, then reports/advice and where possible contact is made to ensure that we obtain the full picture of that child to aid a smooth transition.

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

If you think that your child may have a special educational need then please let us know. We are here to listen and to help. Where possible, you should speak with your child's teacher in the first instance. After discussion with other staff, a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and /or the Head of School may be arranged. Following these meetings, steps will be taken to address any concerns you may have about your child.

The school has an 'open door' policy so parents/carers can ask to see the SENDCo, a member of the Senior Leadership Team or Well-Being Team at any time.

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

If you think that your child may have a special educational need then please let us know. We are here to listen and to help. Where possible, you should speak with your child's teacher in the first instance. After discussion with other staff, a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and /or either the Head of School or Executive Head Teacher may be arranged. Following these meetings, steps will be taken to address any concerns you may have about your child.

The school has an 'open door' policy so parents/carers can ask to see the SENDCo or a member of the Senior Leadership Team at any time.

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

At Delabole Primary School the progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents/carers as well as the child themselves.

The Directors of Aspire Multi Academy Trust are responsible for ensuring your children are making good progress. The Strategic Partner works closely with the Senior Leadership Team and staff to ensure pupil targets are being met and that children are being challenged appropriately. The Senior Leadership Team analyse data and monitor teaching and learning to ensure teachers are meeting the needs of the pupils.

How will the curriculum be matched to my child's needs?

Delabole Primary works hard to provide a broad and balanced curriculum which is led by our 'enquiry curriculum' and accessible for all regardless of need. Planning and lessons are differentiated to match the learning needs of the pupils with support and challenge being provided. In all classrooms there are three waves of support. Universal Provision (Wave 1 support) is the effective inclusion of all children in high quality lessons with high quality teaching. Targeted Provision (Wave 2 support) is additional time-limited provision, in the form of small group intervention to accelerate progress and enable children to work at age related expectation. Specialist Provision (Wave 3 support) is intervention for children who are working well below age-related expectations to accelerate progress, including support from external agencies. We incorporate the different styles of teaching and learning to accommodate all children and engage them in the learning.

How will school staff support my child?

At Delabole Primary we strongly believe in developing the whole child. We adopt the 'Learning to Learn' approach and strongly believe in promoting independence. Through our support, we endeavour to build confidence in your child's learning. Support may be provided through the scaffolding of learning tasks, differentiation, working with a learning buddy/ peer mentoring, adult support, with the use of visual & written instructions or marking ladders so that your child knows what to do. Intervention groups either small group or 1:1 aim to accelerate progress and fill gaps in learning. Interventions include those for maths, literacy, phonics, reading skills, handwriting, motor skills, as well as for social & emotional development. Staff may also support individuals with specific programs provided by other professionals including the Speech & Language Therapist and Educational Psychologist. Pupils are able to see key staff when they request it or if staff feel that it would be of benefit to the child.

How will I know how my child is doing and how will you help me to support my child's learning?

In line with our open-door policy, staff are available to discuss concerns that parents/carers have and are able to speak and meet with teachers to keep up to date with their child's progress. Achievements are regularly shared with parents to celebrate success and the school will contact and invite parents/carers into school if they are worried about a child's progress. Advice on how to provide extra support at home is given where appropriate.

Where it would be beneficial, a home/school communication book is used for individuals.

Pupils are given a home learning each fortnight and we ask parents to ensure that this is completed to a high standard.

Children in Year 2 and Year 6 are given extra Achieve and Mastery sessions either before or after school.

Assessments of your child's progress are made regularly so the teacher always knows where each child is in his/her learning and what their next steps are. The Class Teacher, Head of School and where necessary the Strategic Partner meet regularly in Pupil Progress Meetings. Feedback on the success of interventions is provided.

In both the Autumn and Spring Terms there is a formal parent/teacher meeting to discuss your child's progress and attainment and at the end of the year a written report or Celebration of Learning is sent home.

Review meetings take place amongst relevant staff termly for those children On Alert or on the Record of Need.

What support will there be for my child's overall wellbeing?

Our school recognises that children's well-being and emotional health is as important as their academic progress. We endeavour to provide personalised learning where children can succeed at their own level and where staff use their detailed knowledge of each individual to promote their confidence, self-esteem and self-belief. We celebrate every child's achievements and hold a Celebration Assembly every week where staff recognise personal progress in pupils and where 'Learning Warrior' certificates and 'Calm School Champions' are celebrated. Each class has their own systems to promote a positive attitude to learning and growth mind-sets. Where necessary, individuals may also have their own reward system / motivation system in place to support positive learning and behaviour.

Delabole Primary is a Trauma Informed School, and the staff work at using this and the 'TIS' approach to meet and develop a child's social and emotional needs. The social and emotional development of each cohort is discussed termly, with each class being given a focus to work upon through whole class TIS and/or R-Time activities and/or strategies. Any child whose emotional or social development is a cause for concern at home and/or school will be offered individual support. This may include a completion of an individual Motional assessment or/& Boxhall Profile. PSHE is used throughout the school to promote positive relationships. PSHE lessons take place at least weekly.

When a child's behaviour becomes challenging, teachers are supported by the SENDCo and other agencies in understanding the behaviour and agreeing with parents how best to manage it in a positive and proactive way.

The school has key staff who work closely with the SENDCo to support the well-being of our pupils.

Our First Aiders support individual medical needs and staff are trained where required in the emergency administration of medicine. All Personal Care needs are met by staff in each class. We pride ourselves on how we maintain the dignity of this important aspect of a child's health and care needs.

How do I know that my child is safe in school?

Safeguarding in our school goes beyond policy and protocol. We shape and implement a whole school culture of safeguarding for children and it is everybody's responsibility to uphold this with absolute consistency and confidence.

In school we have a designated child protection and safeguarding officer and their deputies. All of these members of staff have the required certification. All members of staff (teaching and non-teaching) have undergone Level 2 Safeguarding training. Safeguarding training is updated annually. Staff follow procedures in the safeguarding policy and the designated Aspire Director is responsible for ensuring guidance is met. Health & Safety and Safeguarding is on the agenda for every teacher and teaching meeting.

All Teaching Assistants and some key teaching staff undergo First Aid in the Workplace training and their qualifications are kept up to date and current. The school also have staff who have been trained in Paediatric First Aid.

Several members of staff are Team Teach trained and this qualification is reaccredited annually.

Risk assessments for all school trips are carried out by the teachers and monitored by the Head of School. Teachers are responsible for following the planning procedure for school trips to ensure that all aspects have been addressed.

The Aspire Directors responsible for Health & Safety regularly carry out health and safety assessments of the school site.

Any problems identified by any member of staff or the community are reported immediately either directly to the site team or via the Office Manager to action.

The school holds personal details of all children including contact details for parents/carers and any known medical conditions. Parents are asked to inform the school if there are any changes. Individual Health Care Plans are written and shared with parents and all staff for those children with a significant medical need.

Delabole Primary is a secure site. All external gates are padlocked during the day. Any visitors therefore need to report to the school office and let into the building via a coded door. At the beginning of the day, school staff monitor the playground, with

a member of staff monitoring the exits to ensure that children arrive safely to school. At playtimes, there are at least two members of staff on duty supervising the children.

All staff have identity badges and any visitors to the school are issued with badges to wear and are asked to sign in via the iPad at the school office. Visitors who have not had the necessary DPS checks and are unable to provide the necessary documentation are escorted at all times by a member of staff.

Pupils are unable to leave the school site with any adult other than parents/carers unless the school office has been given prior notice by the parent/carer. Parents are asked to inform school in writing should they wish to provide consent for an alternative adult to collect their child. It is the parents/carers responsibility to inform the school of any changes to arrangements for collecting their child. Parents are also asked to provide written parental consent if they wish for their child to walk home. This is only applicable to pupils in Key Stage 2.

What specialist services and expertise are available at or accessed by your school?

A list of specialist services and expertise accessed by the school and with who we work with is available in the section of this document entitled 'Services and organisations that we work with'. We endeavour to find alternative services that will support our children and their families.

What SEND training have the staff at school had or are having?

The SENDCo has been accredited with the National Award for SEN Co-ordination, a post graduate qualification. She has also been awarded Thrive Practitioner status. The SENDCo is also a TIS practitioner, a Youth Mental Health First-Aider and Well-Being Champion. Teaching and non-teaching staff participated in whole school Thrive and TIS training as well as the impact of trauma on brain development. Staff have attended basic Makaton Training. Staff have received training in developing a Total Communication Environment as well as Development Language Disorder. SEND training forms part of continuous professional development for all staff.

The SENDCo and key members of staff have attended training in dyslexia, dyscalculia, autism, sensory processing, behavioural needs, speech & communication needs, social and emotional development. Several members of staff have been Team Teach trained which includes de-escalation training. The SENDCo is an autism champion and a dyslexia champion. The SENDCo and Strategic Partner have attended conferences with specialist speakers on Brain Development. This information was disseminated to all staff.

The training needs of all staff are established through discussion, on a needs basis, through questionnaires and through performance management. Teachers and Teaching Assistants attend relevant courses to support the children that they are working with. This information is then shared with the rest of the staff at staff meetings. Alternatively, the school seeks the support of outside agencies e.g. the Educational Psychologist, Autism Team, Speech & Language Therapists to support with training needs.

How will my child be included in activities outside the classroom including school trips?

As a fully inclusive school, all children participate in whole school, curriculum and off-site activities. The extent to which each child participates, and the levels of support received will vary between children and class, but we differentiate the activities and expectations to enable all children to take part. Parents/carers are asked to give permission for their child to participate in activities off site. All trips are risk assessed and children with special educational needs and /or disabilities will have personal risk assessments.

How accessible is the school environment?

The main parts of the school are wheelchair accessible.

How will school prepare and support my child through the transition from key stage to key stage and beyond?

Your child will be highly supported by school throughout every transition process regardless of need. The Early Years Teachers arrange parent/carer meetings for those children starting in Reception. They also visit pre-school settings for any child joining the school in this class. The Nursery Manager will also arrange parent / carer meetings for those children starting in the Nursery. For those children with special educational needs and or a disability, the school will meet with everyone involved in supporting the child, including parents, external agencies and where required the new teacher or educational setting to ensure that transition is as smooth as possible. For some individuals, extra visits to a new class with a trusted adult and /or visual supports such as Social Stories/Photographs etc. may be used. Where a child is transferring to a secondary setting, they are able to undertake extra transition days to allow them to become more familiar with the environment. All Year 6 children are invited to transition days to their chosen secondary school. The Year 6 teacher and SENDCo will meet with key members of staff from the secondary school including the SENDCo to ensure that the needs of children are discussed and understood. Any SEND and Safeguarding paperwork is sent to the next school placement or setting.

How are the school's resources allocated and matched to children's special educational needs?

We take a whole school approach to providing the resources that every child needs for their learning, regardless of their ability. Each class is supported by at least one Teaching Assistant. Extra interventions led by the class teacher, teaching staff or the teaching assistants are provided for small groups of pupils or on a 1:1 basis. Classroom resources are shared, and additional resources are purchased where necessary to enhance learning. In some instances, the school purchases specialist support to meet the needs of pupils e.g. CLEAR, Dreadnought or programmes delivered by multi-agency teams.

How is the decision made about what type and how much support my child will receive?

Decisions about the support each child receives are based on the school's in-depth knowledge of the child. Lengthy discussions between relevant staff take place and the child's progress is monitored. The support may change as the needs of the child changes.

Who can I contact for further information?

For further information please feel free to contact the SENDCo, Mrs Sarah Dingle or Head of School, Mrs Lou Kirkman at school on 01840 770473.

What should I do if I feel that the provision detailed above is not being delivered or is not meeting my child's needs?

Parents / carers who believe that their child's needs are not being met are asked to:

- Meet with the class teacher to raise your concerns.
- Talk with the SENDCo to address the issue or concern.
- Address the issue or concern with the Head of School, Strategic Partner or an alternative member of the Senior Leadership Team.

Where parents/carers feel the issue or concern has not been addressed, they are asked to follow the school's complaints policy which can be found on the school website.

How is your School Offer and SEND Information Report reviewed?

Our School Offer and SEND Information Report is a working document which is updated as necessary but also reviewed on an annual basis in consultation with staff, parents and hub councillors of the school.

Scheduled review date September 2026