



Delabole Primary School

Special Educational Needs and Disabilities Information Report

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

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

Our SEND Information Report sets out the provision available at Delabole Primary School alongside the specialist services we utilise, to fulfil our statutory duty to use our best endeavours to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND).

Delabole Primary is a mainstream school within the Aspire Multi Academy Trust. We support pupils across the four broad areas of need identified in the Special Educational Needs and Disability Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At Delabole Primary School, leaders and staff are dedicated to ensuring that every pupil, regardless of their starting point, is provided with the education, care and support necessary to achieve their potential. Our enquiry-led curriculum is built around a rolling two-year cycle of Core Values and aims to inspire curiosity, deepen engagement and enrich the learning experiences of all pupils, including those with SEND.

Through collaborative planning and teaching, staff create engaging and meaningful learning opportunities rooted in the local community, while broadening children's understanding of the wider world and global issues. Communication, language development and high-quality discussion are at the heart of our curriculum. Pupils are encouraged to work both independently and with others, developing the confidence to express, refine and share their ideas. We recognise and celebrate the individual strengths of each child and endeavour to nurture the self-belief, resilience and determination that support lifelong learning.

We have high aspirations for all members of our school community and place great value on the concept of the environment as the third educator. We strive to provide a welcoming, inclusive and nurturing environment where pupils feel secure, valued and confident to take on new challenges. Recognising that emotional wellbeing underpins successful learning, we take a holistic approach to child development. By promoting positive relationships, resilience and a growth mindset, we support every pupil to develop their talents, interests and skills, enabling them to flourish both during their time at school and in the future.

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

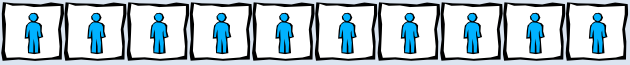
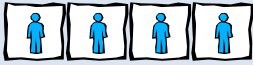
The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and young people. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views, wishes and opinions of all pupils are actively sought and highly valued. • Pupil voice is encouraged and celebrated across all aspects of school life, including through Pupil Leadership Teams, PSHE/RSHE sessions, class discussions, questionnaires, target-setting activities and pupil conferencing. • Pupil voice is represented across all year groups and influences decision-making regarding learning experiences, indoor and outdoor environments, rewards, outdoor learning opportunities, events and activities. • Teachers use the '<i>I Wish My Teacher Knew</i>' approach to gain a deeper understanding of pupils' emotional health, wellbeing and individual experiences. • Thoughts and Feelings Boxes are available in all classrooms, enabling pupils to share concerns, worries or ideas. These are checked regularly and responded to appropriately. • Pupils are encouraged to contribute to reviews of their learning, individual targets and support arrangements, ensuring that their views are considered when planning provision.	• Pupils with SEND are encouraged and supported to participate in consultation and focus groups, including pupil leadership roles, pupil surveys and other opportunities to share their views. • Additional provision and support are informed by pupil voice and responsive to the needs, preferences and aspirations of individual pupils. • Pupils are actively involved in setting and reviewing their own learning and personal development targets, where appropriate. • Pupils have access to trusted adults, including the SENDCo, Trauma Informed Schools (TIS) Practitioners, ELSA Practitioner and members of the Wellbeing Team. • Small-group TIS sessions provide opportunities for pupils to develop confidence, discuss their thoughts and feelings, and learn positive ways to express their views and opinions. • Where appropriate, targeted provision is planned and adapted in response to a range of information sources, including: • Termly tracking and assessment data • Pupil Premium eligibility and outcomes • Pupil discussions and questioning	• Individual support is tailored to the needs of each pupil. We make our best endeavours to consider and respond to the views, wishes and feelings of both the child and their parents/carers. • Specialist provision is responsive to the views of the pupil wherever appropriate and takes account of their strengths, interests and aspirations. • Pupil voice is an integral part of Early Help, Team Around the Family (TAF), SEND Review and Annual Review meetings, with pupils contributing in ways that are appropriate to their age, stage of development and individual needs. • Wherever possible, information and documentation are produced in formats that are accessible and meaningful to the pupil. • Individual Provision Maps are developed for all pupils on the Record of Need as part of the Graduated Response. These are working documents that are reviewed and adapted regularly. Pupil voice is central to this process and is captured through person-centred planning, target-setting and outcome-setting activities.

	• Target-group consultations • Staff observations • Well-Being meetings and support plans • Lesson observations • SEND is represented at Senior Leadership Team level through the SENDCo, ensuring that the needs of pupils with SEND remain a key consideration in whole-school strategic planning. • The SENDCo is also a member of the Well-Being Team, supporting a coordinated and holistic approach to identifying and meeting pupils' needs.	• Individual Provision Maps are reviewed and updated by the class teacher, in collaboration with the SENDCo, parents/carers and pupils where appropriate, at least three times each academic year, with additional interim reviews scheduled as required. • Individual targets and provision are reviewed at least every half term to ensure that support remains effective and responsive to need. Any changes are shared with parents/carers, with formal review meetings taking place at least three times per year. • Pupils on the Record of Need complete a One-Page Profile with the SENDCo or a key member of staff. This helps to capture the pupil's voice, identify what is important to and for them, and inform future provision and support. • Where specialist support is required, pupils and families are signposted or referred to appropriate external services. • The views of pupils are considered when planning, implementing and reviewing specialist interventions, helping to ensure that support remains person-centred and effective.
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2. Partnership with parents and carers

Whole school approaches The universal offer to all children and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We pride ourselves on maintaining an open-door policy and value positive relationships with parents and carers. • We make our best endeavours to work in partnership with parents and carers to support the wellbeing, progress and achievement of all pupils. • Parents and carers are informed about who to contact should they have any concerns or require support. • Open and respectful communication between school staff and families is encouraged and valued. • Our digital learning platform, Tapestry, provides our EYFS parents and carers with regular insights into their child's learning both in and beyond the classroom. Where barriers to access exist, the school will work with families to ensure equity of access. • Parents and carers are kept informed about their child's progress through parent consultation meetings, reports and ongoing communication with school staff. • All parents and carers are invited to attend consultation meetings in the Autumn and Spring Terms. A written end-of-year report is shared in the Summer Term, detailing achievement, attainment and progress across the curriculum.	• Families are invited to attend information sessions and workshops to support learning and wellbeing at home, including reading, phonics, literacy, numeracy, and social and emotional development. • Where appropriate, parents and carers may be invited to participate in extra-curricular activities, school events, inter-school competitions and enrichment opportunities. • Targeted support sessions, including Mastery and Achievement provision for Year 6 pupils, may take place before or after school. • Parents and carers are encouraged to contact the school at any time if they have concerns about their child's learning, development or wellbeing. • SEND information, guidance and useful links are available through the school website. • Families are provided with information about services, organisations and support networks that may be relevant to their child's needs. • The SENDCo is available to offer advice, guidance and support to parents and carers.	• Teaching Assistants/Learning Support 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. They are supported by direct links to the high quality RWI parent support materials which are shared by Class Teachers. • Parents/carers are informed of any additional intervention their child receives. • Parents / carers are encouraged to engage in 1:1 interventions and activities to support their child at home.

- Additional meetings can be arranged at any time to discuss individual concerns or celebrate successes.
- The school website and social media platforms provide information about learning, events and school life.
- A monthly newsletter from the Head of School keeps families informed of key developments and upcoming events.
- The Early Years Foundation Stage (EYFS) team and relevant staff such as the SENDCo, meet with families prior to children starting school.
- New families joining the school during the academic year are supported through individual transition meetings as required.
- Parents receive six Enquiry Webs each year outlining curriculum themes, learning opportunities, school values and key English and Mathematics objectives.
- The SENDCo and Head of School are available to meet with parents and carers as required.
- Parents and carers are invited to participate in school life through:
 - Class assemblies and celebration events
 - Learning showcase events
 - School trips and educational visits
 - Open afternoons
 - Sports days and sporting events
 - Seasonal celebrations, such as Harvest
 - Parent information sessions and workshops

Communication is shared via email, text messaging, telephone calls, the school website and social media platforms.

- Referrals to appropriate support services and family support agencies can be facilitated through the SENDCo as part of the school's graduated response.
- Parents and carers are encouraged to work collaboratively with school staff when planning and reviewing additional support and intervention programmes.

- Home/school communication books are used to aid communication where necessary.

3. The curriculum

Whole school approaches The universal offer to all children and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We provide a broad, balanced and ambitious curriculum that is designed to be accessible and inclusive for all pupils. • Our curriculum is organised through an enquiry-led approach, enabling meaningful links to be made across areas of learning. • We are committed to ensuring that all pupils, regardless of ability, background or additional needs, have full access to the curriculum and all aspects of school life. • A range of assessments, including reading, spelling, dyslexia, dyscalculia, speech and language, and social and emotional wellbeing screening tools, are used to identify pupils who may require additional support. • We provide a range of evidence-based programmes and interventions, including support for phonics, reading, handwriting, English, mathematics, speech and language, motor skills, and social and emotional development. Access is determined through our robust assessment, tracking and review processes. • Effective feedback is used to celebrate success, identify next steps and support pupils in making progress in their learning. • All classes benefit from the support of Teaching Assistants who help promote	• Where pupils are identified as requiring additional support, we implement targeted interventions to address identified barriers to learning and promote progress. • Teaching and learning are adapted to meet the needs of all learners, enabling pupils to access the curriculum successfully and achieve their potential. • Pupils may receive additional support through small-group or focused teaching delivered by teachers or Teaching Assistants. • Intervention strategies and programmes are personalised and responsive to the individual needs, strengths and next steps of each pupil. • We regularly monitor the progress of pupils participating in intervention programmes to ensure continuity, effectiveness and positive outcomes. The impact of interventions is reviewed and evaluated by school leaders. • Intervention programmes are adapted as required in response to pupil progress, assessment information and emerging needs. • When delivering small-group interventions, staff provide opportunities for pupils to apply their learning independently within the classroom	• Pupils with an Education, Health and Care Plan (EHCP) receive support that is tailored to their individual needs, enabling them to access the curriculum and participate fully in school life. • Where appropriate, pupils are supported to follow an individualised curriculum that reflects their strengths, interests, aspirations and identified needs. • Pupils with SEND may access the curriculum through additional adult support, specialist resources, reasonable adjustments and adaptive teaching approaches. • In exceptional circumstances, pupils may be disapplied from particular subjects, tests or assessments. Such decisions are made collaboratively with parents/carers, school staff and relevant professionals, ensuring that the best interests of the pupil remain central. • We use person-centred planning, alongside individual target- and outcome-setting, to ensure that provision is personalised, meaningful and focused on achieving positive outcomes. • Individualised programmes and one-to-one support may be provided for pupils experiencing significant social, emotional or developmental barriers to learning.

academic, social and emotional development. • Visual timetables are displayed in every classroom to support understanding, routine and independence. • We aim for all pupils, regardless of need or disability, to participate fully in school activities, enrichment opportunities, extra-curricular clubs and educational visits. • Progress and attainment data are reviewed regularly to identify pupils who may benefit from additional support or intervention. • We adopt a whole-school approach to the teaching of phonics, reading and spelling through a high-quality systematic synthetic phonics programme, supported by online resources for parents and carers. • Technology is used throughout the school to enhance teaching, learning and accessibility.	environment. This helps to develop confidence, resilience, independence and self-efficacy. • Targeted support may include: ○ Read Write Inc. Phonics ○ Reading Skills groups ○ Fresh Start ○ Achievement and Mastery Groups (Years 6) ○ Small-group teaching ○ Social and Emotional Development groups ○ Speech and Language groups ○ Social Skills groups ○ Fine and Gross Motor Skills groups ○ Access to lunchtime support and clubs ○ Pre-Teaching and Post-Teaching activities ○ Memory Skills programmes ○ Mindfulness, relaxation and yoga activities	• Alternative and augmentative methods of communication are used where appropriate to support access to learning. These may include visual supports, symbols, communication aids, prompts, gestures and other non-verbal communication strategies. • We work closely with a range of specialist services and implement recommendations to support pupils' learning, wellbeing, communication and independence. This may include advice and support from: ○ Aspire Inclusion Team ○ Speech and Language Therapists ○ Occupational Therapists ○ Physiotherapists ○ Cognition and Learning Advisors ○ Physical and Medical Advisors ○ Hearing Support Advisors ○ Visual Support Advisors ○ Autism in Schools Team / Advisors ○ Educational Psychologists ○ CAMHS and other appropriate health professionals ○ Specialist provision is reviewed regularly in partnership with pupils, parents/carers and external agencies to ensure support remains effective, person-centred and responsive to evolving needs.
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4. Teaching and learning

Whole school approaches The universal offer to all children and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We recognise that pupils learn in different ways and use a range of multi-sensory teaching approaches to make learning accessible and engaging for all. • Lessons are carefully planned to ensure the sequential and cumulative development of knowledge and skills, supporting long-term memory and knowledge retrieval. • Learning sequences are structured with clear stages, regular checks for understanding and appropriate levels of challenge for all pupils. • We use targeted questioning, discussion and feedback to make learning visible and to identify and address misconceptions promptly. • We adopt a 'no hands up' approach to questioning, promoting participation, engagement and accountability for learning. • We teach and reinforce learning behaviours through our Learning Toolkit and support pupils in developing resilience, independence and a growth mindset. • Adaptive teaching, scaffolding and appropriate differentiation are used to enable all pupils to access learning and make progress. • Effective questioning strategies are used to deepen understanding, encourage critical thinking and promote pupil engagement.	• Class teachers and Teaching Assistants work collaboratively to plan and deliver targeted support for pupils who require additional provision. • Support strategies, resources and adaptations are carefully planned to enable pupils with SEND to access learning and develop increasing independence. • Teachers and Teaching Assistants may work with small groups of pupils to: ◦ Develop understanding ◦ Reinforce learning ◦ Promote independence ◦ Maintain engagement and focus ◦ Assess progress ◦ Inform future planning • Targeted support is responsive to assessment information and is reviewed regularly to ensure it remains effective. • Technology is used to support access to learning and independence. Resources may include laptops, iPads, dictation tools, listening stations, microphones, talking devices and other assistive technologies. • Appropriate access arrangements may be implemented for internal and external assessments. These may include additional time, readers, scribes, rest	• Personalised learning programmes, highly adapted teaching approaches and specialised resources are used to enable pupils with significant or complex needs to access learning successfully. • Individualised support may include one-to-one teaching, targeted intervention programmes and specialist strategies designed to meet identified needs. • Additional support may be provided for pupils with: ◦ Physical disabilities or medical needs ◦ Sensory impairments ◦ Speech, language and communication needs ◦ Autism Spectrum Condition (ASC) ◦ Dyslexia ◦ Dyspraxia ◦ Social, Emotional and Mental Health (SEMH) needs ◦ Other complex learning needs • We work closely with specialist services and outreach teams to improve outcomes for pupils with more complex needs. • We actively engage with a range of professionals and external agencies to ensure that pupils and their families receive coordinated and effective support.

• Learning intentions and success criteria are shared within lessons to support pupils in understanding the purpose of their learning and how success can be achieved. • We follow our Whole-School Marking and Feedback Policy, using feedback, assessment and ongoing observation to inform next steps in learning. • Feedback celebrates strengths and identifies opportunities for improvement through the use of Aggregation of Marginal Gains (AMGs). • Visual timetables are displayed throughout the school to support organisation, predictability and independence. • Peer support, collaborative learning and self-assessment opportunities are used to promote motivation and deepen learning. • We encourage pupils to become responsible, reflective and independent learners, with self-efficacy at the heart of our teaching and learning approach. • Pupils work in a variety of groupings, including both mixed-attainment and focused groups, depending on the learning objectives and needs of the lesson. • Learning Walls are used to support, reinforce and extend learning. • Success criteria are adapted and scaffolded where appropriate to support pupil success. • Pupils are encouraged to reflect on their learning and identify their own next steps for improvement. • Dedicated time is provided for pupils to respond to feedback and complete improvement tasks.	breaks or other agreed adjustments in line with individual need. • Staff monitor the impact of targeted provision regularly and adapt strategies where necessary to ensure positive outcomes for pupils.	• Advice and recommendations from external professionals are implemented, monitored and reviewed to ensure they continue to meet pupils' needs. • Pupils may access specialist resources and equipment to support learning, communication, sensory regulation and independence. These may include: ○ Coloured overlays ○ Specialist writing equipment ○ Sensory and fidget resources ○ Visual prompts and timetables ○ PECS resources ○ Core Boards ○ Choice Boards ○ Now and Next Boards • Pupils on the Record of Need have personalised targets and outcomes that are written in an accessible, pupil-friendly format and reviewed regularly. • Assessment tools, including visual prompts, marking ladders and personalised success criteria, may be used to support pupils in understanding and evaluating their own learning. • Provision is reviewed on a regular basis through a person-centred approach involving pupils, parents/carers, school staff and external professionals to ensure support remains effective and outcomes focused.
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| <ul style="list-style-type: none">• Open-ended questions are used to promote curiosity, creativity and higher-order thinking skills.• We follow our Behaviour Policy and promote positive learning behaviours across the school.• Our Calm School Code—<i>Listen Carefully, Act Kindly, Move Calmly</i>—supports our school values and creates a positive environment for learning.• Each class develops shared expectations that support positive behaviour, strong relationships and a productive learning environment.• House points and other forms of recognition are used to celebrate effort, achievement and positive learning behaviours. | | |
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We encourage all pupils to develop independence, resilience and problem-solving skills as part of their everyday learning. • Pupils are supported to use a range of self-help strategies before seeking adult assistance. These may include: • Seeking support from peers • Accessing classroom resources independently • Selecting and using appropriate learning tools • Applying thinking and learning strategies • A range of resources are available within classrooms to promote independent learning. These may include: ◦ Word banks ◦ Sound mats ◦ Number lines and hundred squares ◦ Mathematical equipment ◦ Talking tins ◦ Coloured overlays ◦ Pencil grips and specialist writing tools ◦ Sensory and fidget resources ◦ Learning toolkits ◦ Individual targets • Interactive Learning Walls are used to support pupils in accessing learning independently.	• All staff promote independence and encourage pupils to develop the skills and confidence needed to manage their learning successfully. • Pupils may access personalised resources and equipment to support independence and engagement in learning. These may include: ◦ Talking tins ◦ Coloured overlays ◦ Number squares ◦ Timers ◦ Personalised toolkits ◦ Adapted success criteria and learning ladders ◦ Assistive technology and software • Instructions and expectations may be clarified, repeated, broken into smaller steps or supported through visual prompts where appropriate. • Pupils who require additional structure may access: ◦ Visual timetables ◦ Task cards ◦ Prompt cards ◦ Checklists ◦ Visual reminders	• A range of personalised resources will be available to support our pupils, such as: ◦ Personalised visual timetables / schedules ◦ Objects of reference where appropriate ◦ NOW & NEXT / First & Then planning ◦ Core Boards ◦ Choice 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 ◦ Social Behaviour Maps • Where appropriate personalised task boards and visual timetables are available to support independence. This may include NOW and NEXT cards, Choice Boards & Social Stories.

- We explicitly teach resilience, perseverance and self-help strategies to help pupils develop confidence and independence.
- Adaptive teaching approaches, scaffolding and differentiated success criteria support pupils in becoming increasingly independent learners.
- Pupils are encouraged to reflect on and evaluate their own learning through self-assessment opportunities.
- Trauma Informed Schools (TIS) approaches and PSHE programmes support the development of self-awareness, emotional regulation, confidence and independence.
- Specialist resources, such as dyspraxia-friendly equipment, are readily available and embedded within classroom practice where appropriate.
- All pupils have access to extra-curricular clubs and enrichment opportunities that promote independence, responsibility and self-help skills.
- We are committed to ensuring that all areas of the school are accessible to pupils with SEND.
- Pupils are encouraged to undertake responsibilities throughout the school, developing confidence, independence and leadership skills.
- All pupils are encouraged to develop age-appropriate independence in personal organisation and self-care, including changing for PE, swimming and other activities.
- Visual timetables are used throughout the school to support organisation, predictability and independence.

- Social and Emotional Development programmes may be used to develop confidence, independence, self-regulation and problem-solving skills.
- Staff provide targeted encouragement and support to help pupils apply independent learning strategies across different contexts.
- Support is reviewed regularly to ensure that pupils continue to develop increasing levels of independence and self-confidence.
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- Teachers / Teaching Assistants ensure that pupils can access the 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 style strategies are implemented to support the development of independence skills where necessary.
- Visual cues and prompts are used.
- Where appropriate, Teaching Assistants working 1:1 with pupils 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 sessions help to encourage independence and self-help skills.
- We will ensure that our pupils who require a high amount of 1:1 support will have that support delivered by a number of different adults including their class teacher 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.

- House points, Learning Warriors and Calm School Custodians celebrate and promote positive learning behaviours, self-regulation and independence. - Residential visits and enrichment opportunities provide valuable experiences that develop resilience, responsibility and age-appropriate independence. - All pupils benefit from our whole-school behaviour approach, with staff trained in positive behaviour support and de-escalation strategies to promote self-regulation and emotional wellbeing.		
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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
- We recognise that personal, social and emotional development is fundamental to successful learning and wellbeing. - As a nurturing school, we are committed to supporting the development of the whole child and promoting positive mental health for all. - Trauma Informed Schools (TIS) and Emotion Coaching principles are embedded throughout our school culture, teaching and learning.	- Pupil Premium funding may be used to provide additional support for vulnerable pupils and those requiring targeted intervention. - Targeted individual and small-group support may be delivered by our SENDCo, TIS Practitioners, ELSA Practitioner and other trained members of staff. - Interventions may focus on developing: - Emotional regulation - Self-esteem and confidence - Social skills - Resilience	- Multi-agency meetings, including Team Around the Child (TAC), Child in Need (CIN), Child Protection (CP), Early Help, SEND Review and Annual Review meetings, are attended as appropriate to ensure effective collaborative support. - Individual assessments, including the Boxall Profile assessments, may be used to identify strengths and areas of need and inform personalised support plans. - Additional specialist support may be sought from a range of external services, including:

• Pupils have access to our SENDCo, TIS Practitioner, ELSA Practitioner and other trusted adults across the school. • Positive relationships, emotional wellbeing and positive learning behaviours are actively promoted throughout the school day. • Our SENDCo coordinates provision for pupils with social, emotional, mental health, physical and wellbeing needs. • We work closely with a range of external agencies, including the Mental Health Support Team (MHST), Penhaligon's Friends, CLEAR and Dreadnought, to support children and families through periods of difficulty, change or loss. • PSHE and RSHE lessons, assemblies and wider curriculum opportunities support pupils' emotional literacy, wellbeing and personal development. • We are a Trauma Informed School. All staff receive regular training on the impact of trauma and adverse childhood experiences on child development and learning. Our trained TIS and ELSA Practitioners provide additional support for pupils who require it. • The SENDCo is a qualified Youth Mental Health First Aider and Wellbeing Champion. • All pupils have the opportunity to participate in leadership roles and contribute to school improvement through our Pupil Leadership Team. • Key members of staff are trained in First Aid, with training regularly updated to ensure pupil safety. • Our Relationships and Sex Education curriculum begins in the Early Years and	○ Friendship skills ○ Anxiety management • Playground Leaders support younger pupils and those who may benefit from additional social interaction during breaktimes. • Older pupils are encouraged to develop leadership skills through opportunities such as Pupil Leadership Team. • Our Nurture Room provides a safe and supportive environment for pupils who require additional emotional support or regulation during the school day. • Staff are available to support pupils during periods of emotional dysregulation and help them successfully re-engage with learning when ready. • Key members of staff are trained in PRICE (Protecting Rights in a Caring Environment) approaches and positive behaviour support strategies. • Motor skills interventions may be provided for pupils who require additional support with fine or gross motor development. • Pupils are encouraged to participate in inter-school and intra-school activities, competitions and enrichment opportunities that help build resilience, confidence and emotional wellbeing. • Outdoor learning experiences, including Wild Tribe activities, are used to promote wellbeing, confidence, teamwork and personal development. • Targeted support is reviewed regularly to ensure it remains responsive to pupils' changing needs and promotes positive outcomes.	○ CAMHS ○ Mental Health Support Team ○ Dreadnought ○ Jigsaw ○ Social Care ○ Penhaligon's Friends ○ Young Carers Services ○ School Nursing Team ○ Occupational Therapy ○ Autism in Schools Team ○ Hearing Support Team ○ Vision Support Team ○ EAL Advisors ○ Inclusion Support Services ○ Cognition and Learning Service ○ SEND Information, Advice and Support Services (SENDIASS) ○ Speech and Language Therapy ○ Educational Psychology ○ Paediatric and Health Services ○ Family Support Services ○ Early Support Services ○ Scope ○ Physiotherapy ○ CLEAR ○ Physical and Medical Advisory Services • Pupils with medical needs are supported through Individual Healthcare Plans, developed in partnership with parents/carers and relevant professionals and shared with appropriate staff. • Home-school communication books or alternative communication systems may be used to support effective partnership working between home and school. • Our Intimate Care Policy supports pupils who require assistance with personal care needs. • Individualised support programmes may be developed for pupils who are
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develops progressively through to Year 6 using age-appropriate resources. • Risk assessments are completed for educational visits and school activities to ensure pupils can participate safely. • We have clear procedures and policies for the administration of medicines and supporting pupils with medical needs. • Regular sporting opportunities encourage healthy lifestyles, teamwork and positive wellbeing. • Curriculum-linked cookery opportunities promote healthy eating and life skills. • Thoughts and Feelings Boxes are available in each classroom, providing pupils with an additional way to share concerns, ideas or worries. • Visits, assemblies and workshops from external providers enrich our wellbeing provision and support our school values. • Residential visits provide opportunities for pupils to develop resilience, independence and emotional wellbeing. • Through events such as Healthy Active Living Week, we actively promote physical health, mental wellbeing and healthy emotional growth.		experiencing difficulties with attendance, engagement, wellbeing or participation in school life. • Risk assessments are completed and reviewed for pupils whose needs require additional planning to ensure their safety, wellbeing and successful inclusion. • Personalised arrangements can be implemented for pupils who find less structured parts of the day, such as playtimes or lunchtimes, particularly challenging. • Individual Risk Assessments and Positive Behaviour Support Plans may be developed for pupils who experience significant emotional dysregulation or behaviours that require additional support. These plans are created collaboratively with pupils, parents/carers and relevant professionals to ensure a consistent, person-centred approach. • Specialist provision is reviewed regularly with pupils, parents/carers and external agencies to ensure support remains effective, responsive and focused on achieving positive outcomes for the child.
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7. Social interaction opportunities and Communication

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We promote an inclusive school community where all pupils have equal opportunities to develop social relationships and interact with others, regardless of age, ability or additional need. • Opportunities for buddying and collaborative learning allow pupils of different ages to work together and develop positive relationships. • Links with other schools through sporting events, competitions and shared activities provide opportunities for pupils to interact with a wider range of peers. • All pupils belong to a House Team, fostering a sense of belonging, teamwork and community. • Playground Leaders support positive play experiences and encourage social interaction during breaktimes and lunchtimes. • All pupils have equal access to educational visits, enrichment activities, extra-curricular clubs and shared school experiences. • A range of clubs are available before school, during lunchtime and after school, enabling pupils to develop interests, friendships and social confidence. • Trauma Informed Schools (TIS) and Emotion Coaching approaches are used	• Pupils are encouraged and supported to participate in sporting events, tournaments and activities with other schools to develop confidence, teamwork and social skills. • Older pupils have opportunities to take on leadership responsibilities, including roles that promote communication, mentoring and positive social interaction. • Targeted social skills groups are available for pupils who would benefit from additional support in developing friendships, communication and social understanding. • Staff carefully consider social groupings within classes and learning activities to promote positive peer relationships and successful collaborative working. • Social and Emotional Development interventions are used to support pupils in developing communication, cooperation, self-awareness and relationship skills. • Small-group activities may be used to develop confidence, conversation skills, emotional literacy and social problem-solving. • Support is regularly reviewed to ensure that pupils are developing increased confidence, independence and social competence.	• Where appropriate, we seek advice and support from a range of specialist services, including: ◦ Communication Support Team ◦ Autism in Schools Team ◦ Speech and Language Therapy Service ◦ Educational Psychology Service ◦ Mental Health Support Team ◦ Early Years Inclusion Team ◦ Other relevant professionals • Pupils may receive individual support to access clubs, enrichment activities and social opportunities where this is appropriate to their needs. • One-to-one adult support may be provided to develop communication skills, promote successful social interactions and facilitate positive peer relationships. • Social Stories, Comic Strip Conversations, Social Behaviour Maps and other evidence-informed approaches may be used to develop social understanding and support communication. • Individualised social and emotional interventions, including TIS and outdoor learning opportunities such as Wild Tribe, may be used to support confidence, emotional regulation and social development.

throughout the school to support communication, emotional literacy and positive relationships. • At the start of each new enquiry or topic, teachers introduce key vocabulary through visual and pictorial resources to support language development and curriculum access for all pupils, including those with SEND. • We promote the use of Makaton throughout the school when appropriate, enabling pupils and staff to develop inclusive communication skills. • Our SENDCo is an Autism Champion and has completed Dyslexia Champion training, helping to promote inclusive practice across the school. • Our Wraparound Club provides additional opportunities for social interaction, play and relationship-building before and after the school day. • Through our curriculum, assemblies and wider school experiences, we actively promote respect, kindness, communication skills and positive relationships.		• A range of specialist communication systems and resources may be used where appropriate, including: ○ PECS (Picture Exchange Communication System) ○ Symbols and visual supports ○ Objects of reference ○ Core Communication Boards and Books ○ Choice Boards ○ Communication aids and assistive technology ○ High-tech and low-tech communication devices • We work closely with Speech and Language Therapists, the Communication Support Team ,the Autism in Schools Team and other specialist professionals to implement recommendations and programmes that support communication and interaction skills. • Makaton may be used to support communication for individual pupils where appropriate. • ☐ Technology and translation tools may be used to support pupils with English as an Additional Language (EAL) in accessing learning and communicating effectively. • ☐ Communication and interaction support is reviewed regularly with pupils, parents/carers and professionals to ensure that provision remains person-centred, effective and responsive to individual needs.
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8. The physical environment (accessibility, safety and positive learning environment)

Whole school approaches The universal offer to all children and young people. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We strive to provide a safe, welcoming, inclusive and accessible environment for all pupils. • All areas of the school are accessible to pupils, including those with SEND. • Wheelchair access is available throughout the school site. • We are committed to fostering a safe and respectful environment where bullying is rare and addressed promptly and effectively. • We have a Designated Safeguarding Lead, Deputy Safeguarding Leads and a designated teacher for Children in Care to ensure pupils are safe, supported and able to thrive. • All staff receive regular safeguarding training, with Designated Safeguarding Leads maintaining enhanced training and responsibilities. • We promote positive behaviour through supportive relationships, clear expectations and a consistent whole-school approach. • Our school culture encourages intrinsic motivation through our values, Learning Toolkit, Learning Warrior approach and Growth Mindset ethos. Where appropriate, additional reward systems may also be used. • Our half-termly school value and enquiry question are displayed throughout the school and within classrooms.	• We make adaptations to the learning environment in response to the needs of individual pupils and groups. • Additional provision is available for pupils who benefit from quieter, supervised spaces during the school day, including during less structured times. • Pupils may access specialist resources and equipment to support learning, concentration, comfort and participation, including seating and movement supports where appropriate. • The Nurture Room and other designated areas may be used to provide targeted emotional, sensory or wellbeing support. • Quiet spaces are available within classrooms, around the school and in outdoor areas to support pupils who require opportunities for regulation and reflection. • Staff trained in PRICE and positive behaviour support approaches are available to support pupils where required. • Adapted toileting and changing facilities are available to meet individual needs. • Accessible toilet facilities are available throughout the school.	• Designated teaching and intervention spaces are available to support personalised learning programmes and individual provision. • Specialist resources and equipment are provided where required to enable pupils to access learning, communicate effectively and participate fully in school life. • Individualised motivational systems and reward approaches may be implemented to support engagement, wellbeing and successful learning. • Classrooms and learning environments are adapted in line with individual needs and the recommendations of specialist professionals. • Specialist equipment and reasonable adjustments are used to maximise independence and accessibility for pupils with physical, sensory or complex needs. • Individual risk assessments are completed and regularly reviewed where required to ensure pupils can safely access all aspects of school life. • Designated accessible parking is available for disabled visitors, pupils and families where required. • Additional visual adaptations, such as coloured overlays, non-white paper

• Our Calm School Code is displayed across the school and promotes a consistent and positive learning environment. • We encourage pupils to view mistakes as valuable learning opportunities and support them in developing resilience and confidence. • We have a clear Anti-Bullying Policy which is regularly promoted and reviewed. • Pupils' work is celebrated and displayed throughout the school to recognise achievement and support learning. • Classrooms include a balance of celebration displays and working walls that provide visual support for learning. • Visual timetables are displayed in all classrooms to support organisation, routine and independence. • Pupils have access to a range of digital technologies and learning resources, including interactive displays, iPads and other technology to support learning. • Achievements, awards and successes are celebrated and displayed throughout the school. • Outdoor learning forms an important part of our curriculum and wider school experience. • Extra-curricular clubs further enhance opportunities for outdoor learning and personal development. • As a Trauma Informed School, we have trained TIS Practitioners and an ELSA Practitioner who support pupils' social, emotional and mental health needs. • We regularly utilise our school grounds and local environment to enrich learning opportunities and promote wellbeing. • Pupils in the Early Years Foundation Stage have daily access to high-quality outdoor learning environments.	• Adapted equipment may be used within practical activities to support safe and successful participation for all pupils. • Environmental adjustments are reviewed regularly to ensure they continue to meet pupils' needs and promote independence.	and other recommended resources, may be provided for pupils who experience visual stress or specific visual processing difficulties. • Recommendations from external professionals, including Occupational Therapists, Physiotherapists, Physical and Medical Advisors, Hearing Support Advisors and Vision Support Advisors, are implemented where appropriate. • Personalised environmental adaptations are reviewed regularly in partnership with pupils, parents/carers and external professionals to ensure provision remains effective, inclusive and responsive to individual needs.
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| <ul style="list-style-type: none">• Designated areas within the playground support a variety of activities, interests and needs.• Residential opportunities are provided for Key Stage 2 pupils to develop independence, confidence and resilience.• Our school library provides a welcoming environment that promotes reading for pleasure and learning.• We maintain a secure school site with appropriate health and safety procedures in place.• Any building defects or hazards presenting a health and safety risk are reported and addressed promptly.• Regular fire drills are conducted, and evacuation routes are clearly identified.• Risk assessments are completed for activities where additional health and safety considerations are required.• We consider accessibility needs when selecting and presenting visual learning materials, including reducing visual glare where appropriate.• Our Nurture Room is available to support pupils who require a calm and supportive space during the school day.• The school grounds include a bike trail, gym trail and outdoor exercise equipment to promote physical wellbeing.• Every classroom includes a reading area designed to encourage a love of reading and provide a welcoming learning space. | | |
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9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We recognise the importance of effective transition in supporting pupils' wellbeing, confidence and readiness for learning. • All pupils participate in planned transition activities to support movement between classes and year groups. • Information about pupils' learning, progress, strengths and next steps is shared between staff to ensure continuity of provision. • Transition opportunities, including visits to new classrooms and meetings with new teachers, are provided to help pupils become familiar with new routines and expectations. • Teachers work collaboratively to ensure a smooth transition between year groups and key stages. • Pupils have opportunities to discuss any worries, questions or expectations relating to transition. • Visual information, photographs and transition activities may be used to prepare pupils for change. • Parents and carers are kept informed about transition arrangements and are encouraged to contact the school if they have any questions or concerns. • We work closely with our nursery and pre-school settings to support successful transitions into school. • Transition to secondary school is supported through partnership working with receiving	• Where pupils may require additional support with transition, enhanced transition arrangements can be put in place. • Additional visits to new classrooms or teaching areas may be arranged to support familiarity and confidence. • Small group or individual transition sessions may be provided to address specific worries, anxieties or questions. • Transition materials, such as personalised booklets, social stories, photographs and visual timetables, may be used to prepare pupils for upcoming changes. • The SENDCo, class teachers and support staff work closely together to identify pupils who may require additional transition support. • Parents and carers are involved in transition planning and are encouraged to share information that may help support their child. • ☐ Information relating to successful strategies, provision and support is shared between staff to ensure consistency and continuity. • ☐ Additional opportunities may be provided for pupils to meet key adults who will be supporting them in their new class or setting	• For pupils with more complex SEND, personalised transition plans may be developed in collaboration with parents/carers, school staff and external professionals. • Individual transition programmes may include additional visits, phased transitions, personalised resources and enhanced support arrangements. • Transition support may be informed by advice from external agencies, including Educational Psychologists, Autism Team advisors, Speech and Language Therapists and other relevant professionals. • Social Stories, visual supports, transition books and personalised timetables may be used to reduce anxiety and support understanding of change. • Individual meetings may be arranged involving parents/carers, receiving staff and external professionals to ensure all relevant information is shared effectively. • Pupils with an Education, Health and Care Plan (EHCP) may receive enhanced transition planning as part of their Annual Review process. • Where appropriate, key staff may accompany pupils during transition visits

schools and participation in transition events and activities.		to new classes, schools or educational settings. • We work closely with receiving schools and agencies to ensure that information relating to a pupil's strengths, needs, provision and successful strategies is shared appropriately. • ☐ Transition arrangements are tailored to individual needs and reviewed regularly to ensure that pupils feel safe, confident and well prepared for the next stage of their education.
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10. The SEND qualifications of, and SEND training attended by, our staff

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Our SENDCo holds the National Award for SEN Coordination (NASENCO), a postgraduate qualification that supports the effective leadership and development of SEND provision. • Our SENDCo is trained in TEACCH approaches and has achieved both Thrive Practitioner and Trauma Informed Schools (TIS) Practitioner status. • Our SENDCo is a PRICE trainer for the Trust. • We are committed to maintaining and developing expertise across the school. Our SENDCo regularly engages in additional	• Teachers and Teaching Assistants access additional training and professional development that is relevant to the needs of the pupils they support. • Staff delivering targeted interventions receive training, guidance and ongoing support to ensure programmes are implemented effectively. • Specific training may be accessed in response to emerging needs within a class, year group or cohort.	• The SENDCo and key members of staff work closely with external agencies and specialist professionals to ensure that provision is tailored to meet individual needs. • Staff receive guidance, modelling and bespoke training from professionals such as: ○ Speech and Language Therapists ○ Communication Support Team ○ Autism Team Advisors ○ Educational Psychologists ○ Occupational Therapists

professional development, supervision and training opportunities. • All teaching and support staff have participated in whole-school training relating to social, emotional and mental health, including Thrive and Trauma Informed Schools approaches. • Our SENDCo and key members of staff have undertaken training in a range of areas, including: ○ Dyslexia ○ Dyscalculia ○ Autism ○ Sensory processing needs ○ Speech, language and communication needs ○ Total Communication ○ Social, emotional and mental health needs • Key members of staff have completed Team Teach training, including positive behaviour support and de-escalation strategies. • Teaching staff receive training in the assessment and monitoring of pupils with SEND, including the use of assessment systems and tracking tools to measure progress and inform provision. • All staff receive training in positive behaviour support and de-escalation strategies. • Our SENDCo is an Autism Champion and has completed Dyslexia Champion training. • The professional development needs of staff are identified through ongoing discussion, performance management processes, school priorities and individual training needs analyses. • Our SENDCo attends local, county, Trust and national SEND network meetings to ensure that practice remains informed by current guidance, research and developments.	• Staff work collaboratively with the SENDCo to develop their understanding of targeted strategies and interventions that support individual pupils and groups. • Specialist advice and recommendations are shared with staff to ensure that targeted provision is informed by current best practice. • The impact of training is reviewed through monitoring, evaluation and the outcomes achieved by pupils.	○ Physical and Medical Advisors ○ Early Years Advisors ○ Other relevant specialists • Recommendations from external professionals are implemented and reviewed as part of a collaborative, person-centred approach to supporting pupils. • Where a pupil has highly specialised needs, bespoke training may be arranged for staff to ensure that appropriate support can be provided safely and effectively. • The SENDCo has undertaken training in areas relating to medical and physical needs, including manual handling, epilepsy awareness and anaphylaxis management. • Training relating to specific medical, sensory, communication or physical needs is provided to relevant staff as required. • We work in partnership with families and external professionals to ensure that staff have the knowledge, skills and confidence required to support pupils with complex or specialist needs. • Staff expertise and training needs are reviewed regularly to ensure that provision remains effective, responsive and aligned with individual pupil outcomes.
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Relevant information is shared regularly with school staff. • All staff have received introductory training in Makaton and the development of a Total Communication Environment. • We work closely with a range of specialist agencies and professionals, including Educational Psychologists, Autism in School Team Advisors, Communication Support Team, Early Years Inclusion Team and Speech and Language Therapists, to develop staff knowledge and expertise. • Senior leaders have attended specialist training and conferences relating to child development, neurodiversity and inclusion, sharing learning with colleagues across the school. • All staff participate in regular continuing professional development (CPD) to ensure that practice remains inclusive, effective and responsive to pupils' needs.		
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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 the whole school to try to ensure that children's wellbeing is supported and promoted throughout school life. The teams aim to deliver 3 core functions: 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.	Referrals can be made through the SENDCo or Head of School.

	The School has signed up to the service and have been allocated support from the Mental Health Support Team when required. There is a criteria for involvement for this service.	
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 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, psychologists, mental health workers and other therapists.	Referrals can be made in a variety of ways including through the SENDCo and GP. Contact the Early Help Hub on: 01872 322277 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

Autism in Schools Team	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 Spectrum Team will support multi-agency working, promote a joint problem-solving approach and promote interventions that are evidence based. The works with autistic children and young people (aged 4-16) who are on roll at schools in Cornwall. Their vision is to shape positive futures for these young people and to inspire, challenge and advise our partners to find shared solutions. They are organised into three area teams; west, mid and east Cornwall. This is to provide a more efficient service.	Request for casework Please note the Autism in Schools Team only accepts casework requests from schools in Cornwall 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 (e.g. due to anxiety) if they would like support to return to school 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.
Physical & Medical Needs Advisory Service	The Physical and Medical Needs Advisory Service can advise and 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. 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: Their key services include: • Advice on access to school equipment, resources, classroom and wider school environment	'Requests for Involvement' from schools are made via the SENDCo. Referrals can also be made from medical professionals and from other colleagues in the Council's SEN Support Services. The eligibility criteria for each service is listed on the referral forms. Our advisor is Steve Deacon

	• 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 • Brochure for schools	
Early Support Service	Early Support is a coordinated approach which brings together families and professionals to address a child/young person's additional need or disability. Early Support works to improve the way that services work with disabled children, young people, and their families. 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.	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. Request forms, further information and resources for Early Support in Cornwall and nationally are available at: www.cornwall.gov.uk/earllysupport
Speech & Language Therapy Team	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.	Referrals are made through the school by the SENDCo.

	Delabole Primary School works closely with a highly qualified and experienced Speech & Language therapist.	
Occupational Therapy Service	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. We usually assess children and young people who have: • A physical disability • A learning disability • A chronic life-limiting or life-threatening condition • Sensory impairment or loss • Autism Spectrum Condition • Other complex needs 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. Services include the arrangement of loan equipment, moving and handling advice for children and carers, arrangement of minor and major adaptations. The Occupational Therapist can arrange to loan the equipment that your child needs at home via the Cornwall Community Equipment Loan Service.	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. 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.

	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. 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	
Paediatric Physiotherapists	This service is for children (age 0-18 years if in full time education) presenting with paediatric specific orthopaedic conditions only.	Please see Paediatric Physiotherapy Services Directory for correct referral routes. If required, email advice can be obtained from the Paediatric Orthopaedic Physiotherapy Team via rch-tr.PaedsOrthoPhysio@nhs.net
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	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.

	• a psychiatrist • a psychologist • occupational therapists • a specialist nurse practitioner • dietitians • an administrator 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.	
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Cornwall AAC (Augmentative and Alternative Communication) Team	Cornwall Council AAC Team comprises of two part time AAC Technical Officers and one part time AAC Adviser. 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. The AAC Technical Officer also can organize repairs to loaned communication aids. 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.	Contact Laura Baggley AAC Lead, Cornwall Council Telephone 0748396815 E-mail aacsupport@cornwall.gov.uk
Vision Support Team	This is a specialist team comprising of; • Advisory Teachers of the Vision Impaired • Qualified Paediatric Habilitation Specialists • Sensory Support Service teaching assistants They work with a wide range of children and young people who have varying levels of vision impairment.	Referrals are made through the SENDCo

	They work with • 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 They provide support by • 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 • 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	
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Dreadnought	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 County, providing many services for children and young people in their local area.	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
Scope	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. 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. 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: • benefits • finance • social care • work • equipment and assistive technology • housing and home adaptations	Telephone: 01726 212706 cornwall@scope.org.uk You can also find additional information resources and links to service providers on our website www.scope.org.uk

	They can also put you in touch with local providers of information and support and other Scope services in your area.	
School Nursing Team	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.	Referrals can be made through the Early Help Hub by parents/carers, GPs or the SENDCo. If you want advice, please call the Early Help Hub on 01872 322277 Email: earlyhelp@cornwall.gov.uk If you wish to make a referral, please use the appropriate link below. The website for professionals is www.cornwall.gov.uk/earlyhelp The website for parents is www.cornwall.gov.uk/earlyhelp
Hearing Support Service	The Hearing Support Team provides specialist support for infants, children and young people in Cornwall affected by educationally significant hearing loss. 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	Referrals can be made through the SENDCo 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.

	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	
Cognition and Learning Service	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with: - Specific Learning Difficulties (SpLD - including dyslexia) and - Moderate (or general) Learning Difficulties	Referrals can be made through the SENDCo .
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 School 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.	Telephone: 0800 587 8191 or 01872 323535 Email: www.fis@cornwall.gov.uk

	As well as advice over the telephone, they also have a website full of information for families and professionals	Family Information Service Care and Support in Cornwall
Multi-Agency Support and Safeguarding Hub (MASSH)	The Multi-Agency Support and Safeguarding Hub (MASSH) 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 Out of Hours Phone 01208 251300 Email: massh@cornwall.gov.uk
Penhaligons 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 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.	Telephone: 01209 210624 Email: enquiries@penhaligonsfriends.org.uk Website: http://www.penhaligonsfriends.org.uk Referrals can be made through the school SENDCo or by a parent/carer/family member.
Early Support Service	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.	Contact Cornwall Family Information Service (FIS) by phone on 0800 587 8191 or via email at www.fis@cornwall.gov.uk .

SENDiASS (Cornwall Parent Partnership Service)	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.	Telephone: 01736 751921 Website: www.cornwallsendiass.ord.uk
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	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. 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. 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. They can also offer support for wider family members tailored to family needs and circumstances.	Tel: 01872 719133 Website Children & Young People - CLEAR (clearsupport.net) Referrals can be discussed with the Head of School or SENDCo

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12. This is how we:

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

We value strong and positive partnerships with parents and carers, recognising that effective collaboration between home and school is essential in securing the best possible outcomes for pupils. Families are encouraged to share any concerns regarding their child's learning, development or wellbeing with school staff as early as possible.

Staff regularly monitor and evaluate pupils' progress across all areas of development, including academic achievement, physical development, social skills and emotional wellbeing. Any changes in a pupil's behaviour, engagement or presentation are considered carefully and discussed with parents/carers to ensure that appropriate support is put in place and any emerging needs are identified at an early stage.

Where concerns are identified, these are discussed with relevant members of the leadership team, including the Head of School, Strategic Partner, SENDCo, Curriculum Leaders and members of the Wellbeing Team. Through this collaborative process, we are able to identify potential barriers to learning and implement appropriate support as promptly as possible.

Academic progress is tracked through a robust assessment and monitoring system, with attainment formally reviewed three times during each academic year. This enables staff to identify pupils who may be at risk of underachievement and to provide targeted support to address gaps in learning and promote sustained progress.

The social and emotional wellbeing of vulnerable pupils is also closely monitored. Assessment and screening tools, including the Boxall Profile and Motional, together with Care and Guidance Team meetings and SEMH tracking processes, help us to identify strengths, emerging concerns and areas where additional support may be required. Pupils with identified social, emotional and mental health needs are reviewed regularly to ensure that support remains effective and responsive.

At Delabole Primary School, we follow the graduated approach set out in the Special Educational Needs and Disability Code of Practice (2015) through the Assess, Plan, Do, Review cycle. This begins with high-quality universal provision, with Quality First Teaching forming the cornerstone of our inclusive practice and meeting the needs of all learners.

Regular dialogue between class teachers, the SENDCo and parents/carers ensures that progress is reviewed, concerns are discussed and appropriate next steps are agreed.

When a pupil is not making expected progress, or where additional concerns arise, the class teacher will work alongside the SENDCo to review the support already in place. Pupils may initially be placed on the school's monitoring register ("On Alert") to allow for closer tracking and evaluation of strategies and interventions. Where evidence suggests that a pupil requires provision that is additional to or different from that ordinarily available, and following consultation with parents/carers, they may be added to the school's Record of Need at SEND Support level.

We take a person-centred approach to SEND provision, ensuring that support is tailored to each pupil's individual strengths, needs and aspirations. Interventions are informed by evidence-based practice and are reviewed regularly to assess their impact and effectiveness.

Where appropriate, we work closely with a range of external professionals and specialist services to identify and meet pupils' needs. These may include the Aspire Inclusion Team, Educational Psychology Service, Educational Welfare Service, Mental Health Support Team, Speech and Language Therapy Service, health professionals and other relevant agencies. By working collaboratively with families and external partners, we aim to ensure that every pupil receives the support they need to succeed, flourish and participate fully in school life.

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

Monitoring and Early Identification ("On Alert")

If a pupil's academic progress, social development, emotional wellbeing or wider development becomes a cause for concern, they may be placed on the school's monitoring system, known as "On Alert."

At this stage, parents/carers will be invited to meet with school staff to discuss concerns and share information. An Initial Concerns Form may be completed to identify strengths, areas for development and any support strategies that may be required.

The pupil's progress will then be closely monitored, and appropriate adjustments will be made to teaching, provision and intervention in order to address identified needs. The effectiveness of these strategies will be reviewed regularly through the graduated approach.

SEND Support

Where assessment, monitoring and review indicate that a pupil requires provision that is additional to or different from that ordinarily available through Quality First Teaching, and following consultation with parents/carers, the pupil may be placed at **SEND Support** and added to the school's Record of Need.

The decision to provide SEND Support is based on a range of evidence, including:

- Progress and attainment data
- Teacher assessments and observations
- Information provided by parents/carers
- Pupil voice
- Advice from external professionals, where appropriate
- Social, emotional and wellbeing assessments

Once all relevant information has been gathered, an agreed plan of support is developed. This may include up to three personalised targets, which are agreed collaboratively with parents/carers and the pupil where appropriate.

An Individual Provision Map (IPM) is then created to record:

- Identified areas of need
- Desired outcomes and targets
- Agreed provision and interventions
- Strategies and adaptations to teaching
- Review arrangements

Provision is tailored to the individual needs of the child and may include:

- Adaptive teaching approaches
- In-class support
- Small-group interventions
- One-to-one support
- Specialist resources or equipment
- Social, emotional and wellbeing interventions
- Advice and programmes from external professionals

Provision Maps are developed and reviewed collaboratively by the class teacher, SENDCo, parents/carers, the pupil (where appropriate) and any involved agencies. Progress is monitored closely and formally reviewed at least three times each academic year, although more frequent reviews may take place depending on the level of need.

Education, Health and Care Plans (EHCPs)

Where a pupil has an **Education, Health and Care Plan (EHCP)**, provision and progress are reviewed regularly to ensure that support remains appropriate and effective.

For pupils in Year 1 and above, a formal **Annual Review** is held each year. For pupils in the Early Years Foundation Stage, reviews may take place more frequently in line with statutory guidance and individual need.

During these reviews:

- Progress towards outcomes is evaluated.
- The effectiveness of current provision is considered.
- Targets, outcomes and strategies are reviewed and amended where necessary.
- Recommendations for future provision are agreed.
- The views of the pupil, parents/carers and professionals are considered.

Parents/carers are invited to attend all review meetings, and the views of pupils are sought in ways appropriate to their age, stage of development and individual needs. Relevant professionals are also invited to contribute either through attendance or written reports.

Pupils with EHCPs receive the support and provision detailed within their statutory plans, with adjustments made where required through the review process.

Removal from the Record of Need

The decision to remove a pupil from the Record of Need is made collaboratively between school staff and parents/carers following careful review of progress and outcomes.

Typically, pupils will remain at SEND Support for a minimum of three **Assess, Plan, Do, Review** cycles. Where a pupil demonstrates sustained progress and no longer requires provision that is additional to or different from that ordinarily available, a review meeting will be held to consider whether SEND Support remains necessary.

If it is agreed that a pupil no longer requires SEND Support, they may be removed from the Record of Need and placed on the school's **"On Alert"** monitoring system. Their progress, attainment and wellbeing will continue to be monitored closely to ensure that positive outcomes are maintained and that any emerging needs are identified promptly.

We recognise that pupils' needs can change over time and remain committed to providing the right level of support at the right time to enable every child to thrive and achieve their full potential.

c. How do we evaluate the effectiveness of our provision for children and young people with SEND?

Pupil progress is monitored continuously by class teachers through ongoing assessment, observation and professional dialogue. Progress is reviewed formally throughout the academic year by class teachers, the SENDCo and members of the Senior Leadership Team. Where concerns arise, these are addressed promptly rather than waiting for scheduled review points.

When a pupil is identified as having Special Educational Needs and/or Disabilities (SEND), we take timely and appropriate action to identify and reduce any barriers to learning. Our SEND provision is guided by the graduated approach outlined in the Special Educational Needs and Disability Code of Practice (2015). This process enables us to understand pupils' needs, implement appropriate support and regularly evaluate its effectiveness.

We work closely with pupils, parents/carers and, where appropriate, external professionals to develop a comprehensive understanding of individual strengths, needs and aspirations. Parents/carers are informed at every stage of the process and are actively involved in decision-making and planning.

The primary purpose of identifying SEND is to ensure that effective provision is put in place so that pupils can access learning, participate fully in school life and achieve positive outcomes.

The Graduated Approach

At Delabole Primary School, we use the Assess, Plan, Do, Review cycle to plan, deliver and evaluate SEND provision. This cyclical process enables support to be continuously refined as our understanding of a pupils' needs develops

The graduated approach places inclusive practice at its heart. For many pupils, barriers to learning can be addressed through high-quality teaching, adaptive teaching strategies and appropriate scaffolding. However, some pupils may require provision that is additional to, or different from that ordinarily available to their peers.

Through each cycle, we:

- **Assess** the pupil's strengths, needs and barriers to learning.
- **Plan** appropriate support, interventions and desired outcomes.
- **Do** implement the agreed provision and support.
- **Review** the effectiveness of the provision and the progress made towards agreed outcomes.

This ongoing process allows us to identify which approaches, interventions and strategies are having the greatest impact and to make informed decisions about future provision.

Reviewing SEND Provision

As soon as a pupil is identified as having SEND, parents/carers are informed and, following discussion and agreement, the pupil may be placed at SEND Support on the school's Record of Need.

We are committed to working in partnership with families, valuing their knowledge and understanding of their child. Parents/carers are actively involved in reviewing progress, setting outcomes and planning future provision.

SEND provision is reviewed at least termly, and all review meetings involve parents/carers and, where appropriate, the pupil. These reviews consider:

- Progress towards agreed outcomes and targets.
- The effectiveness of interventions and support.
- The views of the pupil and their family.
- Any changes in need or circumstances.
- Recommendations for future provision.

Where additional expertise is required, we may seek advice and support from specialist professionals and external agencies. Information about available services and support can be found through our SEND Information Report and the Cornwall Local Offer.

By regularly monitoring progress, evaluating outcomes and working collaboratively with families and professionals, we strive to ensure that SEND provision remains effective, responsive and person-centred, enabling every pupil to achieve their full potential.

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.

d. Handle complaints about the provision made at school

The procedure for managing complaints is specified in the school's Complaints Policy.

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 5 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?

We believe that positive partnerships between home and school are key to supporting children effectively. Parents and carers are encouraged to share any concerns about their child's learning, development or wellbeing as soon as possible.

Teachers regularly assess and monitor pupils' progress across all areas of development, including academic achievement, physical development, social relationships and emotional wellbeing. Through ongoing observation, assessment and professional discussions, staff identify pupils who may benefit from additional support and put appropriate strategies in place to address emerging needs.

Where concerns are identified, they are discussed with relevant staff, including the class teacher, SENDCo, Head of School and members of the leadership team where appropriate. A robust assessment and tracking system enables us to monitor progress, identify potential barriers to learning and plan suitable support. This may include adaptive teaching approaches, targeted interventions, additional adult support or specialist provision. We work in close partnership with parents and carers throughout this process and recognise the valuable contribution families make to their child's learning and development.

When a pupil joins our school, we liaise closely with parents/carers, previous settings and any professionals already involved to gather key information and support a successful transition. This helps us develop a thorough understanding of the child's strengths, needs and any provision that may be required.

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

At Delabole Primary, supporting the progress and success of every child is a shared responsibility.

We believe the most positive outcomes are achieved when pupils, families and school staff work together in partnership.

Class teachers are accountable for the progress and attainment of all pupils within their class, including those with SEND. They work alongside Teaching Assistants, the SENDCo and school leaders to ensure that support is effective and appropriately matched to individual needs.

The Senior Leadership Team regularly monitors pupil progress, reviews the quality of teaching and learning, and evaluates the impact of provision across the school. School leaders and Aspire Multi Academy Trust Directors have oversight of ensuring that all pupils receive the support, challenge and opportunities needed to fulfil their potential.

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?

We provide a broad, balanced and ambitious curriculum that is designed to be accessible and inclusive for all pupils.

Our enquiry-led curriculum is carefully adapted to meet the needs of individuals and groups of learners. High-quality teaching, adaptive teaching approaches and appropriate scaffolding ensure that pupils can access learning at an appropriate level whilst maintaining high expectations.

We use a graduated approach to support:

- **Universal Provision (Wave 1):** High-quality inclusive teaching for all pupils.
- **Targeted Provision (Wave 2):** Additional time-limited interventions aimed at accelerating progress and addressing identified gaps in learning.
- **Specialist Provision (Wave 3):** Highly personalised support for pupils who require provision that is additional to or different from that ordinarily available.

We recognise that children learn in different ways and use a range of teaching approaches to engage learners and support success.

How will school staff support my child?

We are committed to supporting the development of the whole child and promoting independence, confidence and resilience.

Support may include:

- Adaptive teaching strategies
- Additional scaffolding and differentiation
- Visual and practical resources
- Peer support and collaborative learning opportunities
- Small-group interventions
- Individual support where appropriate
- Social, emotional and wellbeing interventions

Interventions are carefully selected to meet individual needs and may focus on areas such as reading, phonics, literacy, mathematics, handwriting, motor skills, communication, language development and social and emotional wellbeing.

Where appropriate, staff also implement programmes and recommendations provided by external professionals such as Speech and Language Therapists, Educational Psychologists and Occupational Therapists.

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

We place great importance on positive relationships with parents and carers and recognise that effective communication plays a key role in supporting pupils to achieve their best.

Parents and carers are encouraged to discuss their child's progress with teachers throughout the academic year and are welcome to arrange additional meetings whenever needed.

Formal parent consultation meetings are held during the Autumn and Spring Terms, with a written annual report provided in the Summer Term. Pupil progress and assessment information are reviewed regularly, enabling teachers to plan next steps and monitor development over time. Where additional interventions are in place, their effectiveness is evaluated and shared with parents/carers.

For some pupils, further review meetings and home-school communication systems may be implemented to strengthen communication and ensure a collaborative approach.

Where appropriate, parents/carers will be provided with advice, strategies and resources to support their child's learning and development at home.

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

We recognise that emotional wellbeing is fundamental to learning, development and achievement.

As a Trauma Informed School, we are committed to providing a nurturing environment where pupils feel safe, valued and supported.

Our trained SENDCo, TIS Practitioners, ELSA Practitioner and Wellbeing Team work alongside class teachers to support pupils' social, emotional and mental health needs.

Support may include:

- Trauma Informed Schools (TIS) approaches
- Emotional coaching
- Individual and group interventions
- Social and emotional development programmes
- Wellbeing support
- Nurture provision
- PSHE and RSHE education

We celebrate personal achievements regularly and promote resilience, confidence and positive relationships throughout the school. Where concerns arise, individual support plans and additional assessment tools may be used to identify and address needs effectively.

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 Trauma Informed Schools activities / 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 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 underpins all aspects of school life and is a responsibility shared by everyone. We are committed to fostering a culture where all pupils feel safe, respected and well supported. All staff receive regular safeguarding training and adhere to the school's safeguarding policies and procedures. The school has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads who work closely with external agencies, where necessary, to protect and promote the welfare of children.

Our secure school environment, robust risk assessment processes, visitor management procedures, first aid provision, and health and safety systems help ensure that pupils are able to learn and thrive in a safe and nurturing setting.

Where required, Individual Healthcare Plans, personalised risk assessments and bespoke support arrangements are developed to meet the specific needs of individual pupils.

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

We work closely with a range of specialist services and external professionals to ensure that pupils receive the support they need to achieve positive outcomes. Details of the services and agencies we access can be found in the section of this report entitled '**Services and Organisations We Work With**'. Where appropriate, we seek advice, guidance and direct support from specialist professionals to help us identify, assess and meet individual needs. We continually review the support available to our pupils and families and endeavour to access additional services where these may enhance provision and outcomes.

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

We are committed to ensuring that all staff have the knowledge, skills and confidence to meet the needs of pupils with SEND through high-quality continuing professional development (CPD).

Our SENDCo holds the National Award for SEN Coordination (NASENCO) and is a qualified Thrive Practitioner, Trauma Informed Schools (TIS) Practitioner, Youth Mental Health First Aider and Wellbeing Champion.

All teaching and support staff regularly participate in training relating to SEND, inclusion and wellbeing. Recent training has included:

- Trauma Informed Schools (TIS)
- The impact of trauma on brain development
- Thrive approaches
- Makaton
- Total Communication Environments
- Zones of Regulation
- Developmental Language Disorder (DLD)
- Positive behaviour support and de-escalation strategies

The SENDCo and key members of staff have undertaken additional training in areas including:

- Autism Spectrum Condition (ASC)
- Dyslexia
- Dyscalculia
- Sensory processing needs
- Speech, language and communication needs
- Social, emotional and mental health (SEMH) needs

All members of staff have completed Price training, including positive handling and de-escalation strategies. Our SENDCo is also an Autism Champion and Dyslexia Champion.

Staff training needs are identified through school improvement priorities, professional discussions, performance management processes and individual pupil needs. We also work closely with external professionals, including Educational Psychologists, the Autism Team and Speech and Language Therapists, to further develop staff expertise and ensure that provision reflects current best practice.

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

We are a fully inclusive school and believe that all pupils should have access to the same opportunities, experiences and enrichment activities wherever possible.

All pupils are encouraged and supported to participate in educational visits, residential experiences, extra-curricular clubs, sporting events and wider curriculum activities. Reasonable adjustments are made where necessary to enable participation and ensure that activities are accessible and meaningful for all.

The level and type of support provided will be tailored to individual needs and may include additional staffing, adapted activities, specialist equipment or personalised planning.

All educational visits are subject to thorough risk assessment procedures. Where required, individual risk assessments are completed to ensure that pupils with SEND can participate safely and successfully.

How accessible is the school environment?

We are committed to ensuring that our school environment is inclusive and accessible for all members of the school community. The main areas of the school are wheelchair accessible, and we make reasonable adjustments wherever possible to support access, participation and independence. Additional information regarding accessibility can be found within our Accessibility Plan, available on the school website.

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

We recognise that successful transition is essential in supporting pupils' wellbeing, confidence and continued progress. Carefully planned transition arrangements are in place for all pupils as they move between classes, key stages and educational settings. For children joining our Reception classes, staff work closely with parents/carers and previous settings to gather information, build positive relationships and ensure a smooth start. This may include meetings with families, visits to pre-school settings and discussions with relevant professionals. For pupils with SEND, transition arrangements may be enhanced and personalised according to individual needs.

This may include:

- Additional transition visits
- Meetings involving parents/carers and professionals
- Transition booklets, photographs or Social Stories
- Visits with trusted adults
- Personalised transition plans

When pupils transfer to secondary school, we work closely with receiving schools to ensure that relevant information about strengths, needs, successful strategies and provision is shared appropriately. Additional transition opportunities may be arranged where required. SEND and safeguarding records are transferred securely to the receiving setting to ensure continuity of support.

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

Decisions about support are made through a collaborative process involving school staff, parents/carers, pupils (where appropriate) and external professionals. Support is determined through careful assessment of a pupil's strengths, needs, progress and barriers to learning. The type and level of provision provided will be tailored to individual circumstances and reviewed regularly through the graduated approach. As a pupil's needs develop or change, provision will be adapted to ensure that support remains effective and responsive. The impact of support is monitored closely and adjustments are made as necessary to promote the best possible outcomes.

Who can I contact for further information?

For further information or advice regarding SEND provision, please contact:

Mrs Sarah Dingle Special Educational Needs and Disability Coordinator (SENDCo) or **Mrs Lou Kirkman** Head of School Telephone: **01840 770473**

We welcome opportunities to discuss any questions, concerns or support needs and are committed to working in partnership with families.

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

We value open communication and encourage parents/carers to raise concerns as soon as possible so that they can be addressed promptly. If you have concerns regarding your child's provision, we recommend the following steps:

1. Speak with your child's class teacher.
2. Contact the SENDCo to discuss your concerns and explore possible solutions.
3. Arrange a meeting with the Head of School or another member of the Senior Leadership Team if concerns remain.

We will always seek to work collaboratively with families to resolve issues at the earliest opportunity.

Should a concern remain unresolved, parents/carers may follow the school's formal Complaints Procedure, which is available 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 that is reviewed and updated regularly to reflect changes in legislation, guidance and school practice.

A full review is undertaken annually in consultation with pupils, parents/carers, staff, governors and representatives from the Aspire Multi Academy Trust. This process helps ensure that the information remains accurate, relevant and responsive to the needs of our school community.

Scheduled review date September 2027