Tintagel Primary School

Special Educational Needs and Disabilities Information Report

'An adventure in learning through inspiration, enquiry and excellence.'

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

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

Tintagel Primary is a mainstream primary school which is part of the Aspire Multi Academy Trust. We have the provision to meet the needs of children within the four areas of need identified in the Special Educational Needs and Disability Code of Practice (July 2014), these being: Cognition and Learning needs; Social, Mental & Emotional Health needs; Communication & Interaction needs; Sensory and / or Physical needs.

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

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

Link to Special Educational Needs Policy
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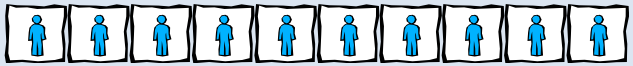
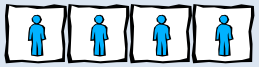
Link to Equality and Diversity Policy
https://4905753ff3cea231a868-376d75cd2890937de6f542499f88a819.ssl.cf3.rackcdn.com/aspiretrust/upl

Link to Access Plan

Name and contact details of the Special Educational Needs & Disabilities Coordinator:
Mrs Sarah Dingle Tel: 01840 770473

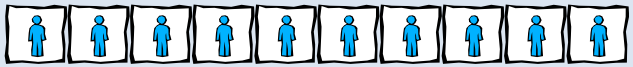
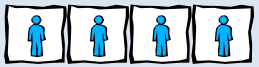
The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all our pupils are actively sought and highly valued. • Pupil voice is heard in all aspects of school. Pupil Leadership roles include House Captains, School Council, Anti-Bullying Council, Learning Monitors, Sports Ambassadors, Playground Leaders, Eco Council and Librarians. Pupil voice is also heard in class assemblies, PSHE and SRE sessions, class lessons, questionnaires, target setting and pupil conferencing. • Pupil voice is represented across all year groups and influences our decision making regarding learning, indoor & outdoor environments, rewards, outdoor learning, events and activities. • Worry boxes / worry monsters in classrooms are always accessible and these are checked and responded to daily.	• Pupils with SEND are included in focus / consultation groups e.g. pupil leadership roles /pupil surveys • Additional provision is developed in light of student voice. • Children are involved with setting their own targets. • Pupils have access to 'trusted adults' including the school's SENDCo and Thrive / Trauma Informed Schools (TIS) practitioners. • Small focused Thrive / TIS groups are used to encourage discussion, build confidence and guide how to voice opinions and views in a positive manner. • Where appropriate, additional provision will be arranged in response to: Termly tracking (our school's academic year has 6 terms, 1 for each half term) / school data Pupil Premium Questioning Target group questioning	• Individual support will be dependent on need. We will make our best endeavours to take into account the views of individual children and parents. • Individual support is responsive to the views of the child where appropriate. • Pupil views are an integral part of CAF & Early Support meetings, Annual Review meetings and SEN Reviews (where age and need appropriate). • Wherever possible, documentation is produced in a format that is accessible to the pupil. • SEND Action Plans and Provision Maps are written for all children on the Record of Need, 'On Alert' and for other vulnerable learners. These are working documents and are reviewed on an ongoing basis. • Our pupil's views are supported through individual needs centred planning, target and outcome setting. • Children on the Record of Need have a SEND Action Plan which is reviewed

	Adult observations Care & Guidance meetings / plans Lesson observations • SEND is represented at Senior Management Team level by the SENDCo • The SENDCo is also part of the Care & Guidance Team	and updated by the SENDCo, class teacher, parent/carers and pupil where appropriate, every term (6 timers per academic year) • External specialist provision is provided or signposted to those pupils in need, including Dreadnought, Clear, Penhaligon Friends, Life Spheres and other counselling services.

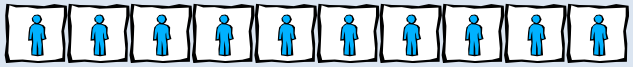
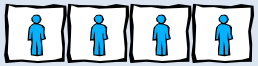
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The School prides itself with an 'open door' policy with all parents and carers. • The School makes best endeavours to work in partnership with all parents and carers for the benefit of their children. • Parents and carers know who to contact if they have concerns. • An open dialogue is encouraged between teachers/TAs and parents or carers. • Parents and carers are informed about the progress of their children throughout the year through parent consultation evenings, SEND review meetings, home/school communication books and	• Families are invited to attend information sessions / workshops to help with supporting their young person at home including literacy & numeracy skills, reading, phonics & e-safety, social and emotional well-being. • Where appropriate, parents/carers may be invited to attend extra-curricular clubs and activities and interschool events or competitions. • Targeted 'Mastery and Achievement' sessions for Y2 and Y6 are accessed after school. • Parents / carers are encouraged to contact school regarding concerns at	• 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

daily conversations. • All parents /carers are encouraged to attend parent & teacher consultations evenings (one per term). • Additional parent/carer and teacher meetings can be arranged as requested. • Annual reports are sent home at the end of the academic year detailing achievement and attainment in all areas of the curriculum. • Teachers are available to speak with parents at the beginning and end of each day. This includes opportunities to speak with staff over the phone. • The School's website enables parent / carers to understand more about what their child is learning and provides up to date information about the school experience. • The School produces a weekly newsletter written by our Executive Head Teacher. • The Early Years Foundation Stage (EYFS) teacher and key staff e.g. the SENDCo, meet with new EYFS parents in the Summer Term. • Parents receive 6 termly curriculum information/overviews (curriculum webs) specific to their children's topics and targets for Maths and Literacy. The curriculum webs detail the school's 'value' and 'enquiry focus' for the term. • The SENDCO, Head of School and Executive Head Teacher are available	any time. • SEND links are available on the school website. • Parents are given information relating to services and support which may be relevant to their needs or that of their child. • The SENDCo is available to support parents. • Referrals to a range of available family services are made through the SENDCo.	or activities. • Parent/carer's views are an integral part of all meetings and reviews. • Parents/carers are encouraged to hear their child read daily. • Parents/carers are informed of any additional intervention their child receives. • Parents / carers are encouraged to engage in 1:1 interventions and activities to support their child at home. • Home/school books are used to aid communication where necessary.

to meet with parents. • Parents/carers are invited and encouraged to join in with: - celebrating learning at different points of the year e.g. class assemblies - pupil work sharing events - school trips - open afternoons - sports days / events - seasonal celebrations e.g. Harvest - parent workshops • Parents/carers are contacted via our text message service and via telephone calls. • Parents / carers and pupils are encouraged to sign home/school agreements.		

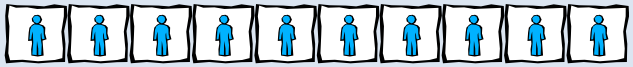
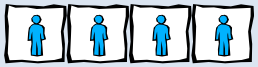
3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The curriculum at Tintagel is broad and balanced and designed to allow the inclusion of all students. • Areas of the curriculum are linked through our enquiry approach. • Every effort is made for all pupils,	• Where children are identified as needing extra support then additional interventions will be put in place. • The curriculum is differentiated to meet the needs of all learners. • Groups of children may be given extra	• Children, who have an Educational & Health Care Plan or a Statement of Special Educational Needs, will receive adult support in order to allow them to access the curriculum. • Pupils are supported in following their

regardless of their ability and or additional needs, to have full access to the curriculum. • Assessments (including reading assessments, spelling assessments, dyslexia screening, dyscalculia screening, social & emotional screening etc.) are used to identify students who need specific interventions. • English, Maths, BESD (Behavioural, Social, Emotional difficulties), Speech & Language, Motor Skills programmes are available and our pupils access to them is based on our current and robust tracking / review system. • All children have personal targets to work towards and these are shared with parents e.g. during parent evenings, SEND review meetings, Early Support Meetings etc. • Effective feedback is used to move pupils on in their learning through celebration of strengths and identification of development points. • The school uses the 'Learning Tree' (growth learning) as a metaphor for layered targets linked to maths and literacy. This is to ensure that a child's learning is never capped by a hierarchy of targets. Each class has a 'tree' to display current class targets. • All classes are well supported by teaching assistants for academic, social and emotional needs. • Visual timetables are displayed in each class.	support by a teaching assistant or teacher. • Intervention strategies and programmes are bespoke and led by the needs of the pupils. • The progress of pupils taking part in intervention groups is measured on a regular basis and monitored for continuity and effectiveness by the Senior Teams. The impact of interventions is measured and evaluated. • Intervention programmes are adapted as appropriate in light of pupil progress. • Small group interventions include: - Phonics - Reading Skills - Mastery Groups (Year 2 & 6) - Small group teaching - Social & Emotional groups - Speech & Language groups - Social Skills groups - Motor Skills groups (fine & gross) - Access to Lunch Time clubs e.g. homework club - Pre-teach / Post-teach - Memory Skills - Mindfulness / Relaxation	interests and an individualised curriculum (where appropriate) regardless of SEN and/or disabilities. • Pupils with special educational needs and/or disabilities can access the curriculum with adult support and/or additional resources as appropriate. • In exceptional circumstances pupils may be disapplied from some subjects, tests or assessments. This is agreed by all stakeholders. • Our pupils are supported through individual needs centred planning, target and outcome setting. • 1:1 sessions occur for those children with emotional development interruptions. • Alternative methods of communication are used to deliver the curriculum including Makaton and Visual Prompts. • Multi-agency advice is followed with strategies implemented as required. This includes advice from Speech & Language Therapists, Occupational Therapists, Cognition & Learning Advisors, Physical & Medical Advisors, Hearing Support Advisors, Visual Support Advisors, ASD Advisors, Educational Psychologists and CAMHS.

• All children, regardless of ability or additional needs are included in all school activities, extra-curricular clubs and school trips. • Termly (6 times per year) data analysis using insight tracking is used to identify pupils who require specific 1:1 or small group intervention. • There is a whole school approach towards the teaching of phonics, reading and spelling. • IT is used as a tool for learning throughout the school.		

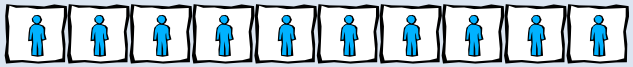
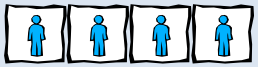
4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The School recognises the different learning styles of our pupils and consequently the curriculum is delivered using a multi-sensory teaching approach. • Lessons are carefully planned to include clear stages and regular progress checks throughout the lesson	• Lesson plans and strategies are shared between Class Teachers and Teaching Assistants / Learning Support Assistants to ensure that children with SEND have targeted support, provision and access to quality resources to support independent learning.	• Personalised, highly differentiated and well-resourced activities are provided to enable all our pupils to access or work towards independent learning. • 1:1 support is in place for children who require more intensive provision. This includes specialised support for those who may have:

to ensure all our children are on task and are being challenged. • The School implements 'Learning to Learn' strategies through our 'Learning Toolkit' as well as supporting pupils to develop a growth mindset. • Differentiated activities are used to meet the needs of all pupils • Effective questioning is used to encourage learning. • Learning objectives are displayed and discussed in every lesson using "We are learning to…" (WALT) • A Whole School Marking Policy is adhered to with work being marked daily. • Effective feedback and marking is in place with 'AMG's' (Aggregation of Marginal Gains) used to take a child's learning forward. • Timelines in each classroom display the timetable for the day. • Peer tutoring and assessment is used to encourage learning motivation. • Pupils are encouraged and supported to be responsible and independent learners. • Pupils have the opportunity to work in both ability and mixed ability groups throughout the day. • Learning Walls support and extend children's learning. • Differentiated success criteria is used and displayed. • Marking ladders are used to enable	• Teaching Assistants / Class Teachers work with small groups to: - Ensure understanding - Facilitate learning - Foster independence - Keep students on task - Assess progress - Inform future planning • Technology is used to support independent learning including laptops, IPads, talking tins, cameras, Apple TV, Dictaphones, microphones, listening stations • Special access arrangements are put in place for internal and external tests and examinations e.g. extra time, adult readers, scribes	- Physical disabilities / needs - Sensory needs - Speech & language difficulties - Communication needs - Hearing and visual needs - Autism - Dyslexia - Dyspraxia - Social, emotional and mental health needs. • Outreach support from specialist agencies is used to improve outcomes for those pupils with complex learning needs. • We actively engage with other organisations and a range of professionals and professional services to ensure we can provide the most appropriate support for our pupils and their families. • Advice and strategies from external agencies and professionals are followed and evaluated as required. • Pupils have access to resources / equipment to aid their learning including coloured overlays, specialist writing equipment, fidget toys, visual prompts, PECS boards, Core Boards. • All children have curriculum targets which are written in a child friendly way and are constantly accessible to the child.

pupils to assess their learning. • Pupil ‘reflections’ regarding their own learning is encouraged and these are recorded in books. • Pupils are given time to respond to teacher’s marking and to complete their AMG. • Open ended questioning is used to promote curiosity and thinking skills. • Pupils are grouped by both ability and mixed ability, depending on the nature of the task. • The Schools Behaviour Policy is followed. • The school has established a Calm School Code which feeds into the behaviour policy and core values. Every class displays our code i.e. ‘Listen carefully, Act kindly, Move calmly’. This is also displayed around the school. • Every class works collectively on their ‘class expectations’ to support positive work ethic and behaviour. This includes pupils detailing the expectations they have on their teachers / teaching assistants and vice versa. • House points are awarded for positive learning behaviours. • Raffle tickets are awarded for positive behaviours.		

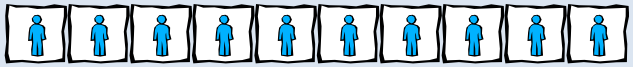
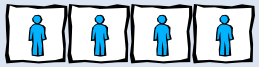
5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
• In our classrooms, all our pupils are encouraged to develop independent learning strategies and self-help skills before seeking adult help i.e. pupils are encouraged to seek help from alternative sources before asking the teacher or teaching assistant. These include: - Peer support - Sourcing classroom resources - Selecting and using a range of appropriate tools - Developing thinking and learning skills. • Resources are available for children to use independently within the classroom. Equipment can be easily accessed by all to aid independence. These include: - Word banks - Word/sound mats - Hundred squares / number lines - Maths resources - Talking tins - Coloured overlays (where appropriate) - Pencil grips / weighted pencils (where appropriate) - Fidget toys	• All staff facilitate independence from all pupils. • Pupils have personalised equipment and resources to help them learn including talking tins, coloured overlays, number squares, timers, differentiated learning ladders /toolkits. • Instructions and expectations are repeated / supported as necessary. • Where necessary, students have access to visual timetables, task cards and prompt cards. • Life-skills and independence are the focus of intervention lead by the SENDCo. • 'Catch Me' cards are used with adults looking to 'catch' pupils using strategies independently as a result of an agreed intervention. • Social & Emotional sessions help to encourage independence and self-help skills.	• A range of personalised resources will be available to support our pupils, such as: - Personalised visual timetables / schedules - Objects of reference where appropriate - NOW and NEXT planning - Core Boards - Choice Boards - Communication prompts - Individual work stations (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 • Where appropriate personalised task boards and visual timetables are available to support independence. This may include NOW and NEXT cards, Choice Boards & Social Stories.

- Toolkits - Targets • Interactive Learning walls are displayed in each classroom to support teaching and learning. • Children are taught skills of resilience and self-help strategies i.e. ways they can continue to work independently when appropriate. • Differentiated success criteria are used. • Children are encouraged to self-assess. • THRIVE /TIS, R-time and PSHE programmes are used in each class. • Specialised resources such as dyspraxia friendly rulers are used by all children and are commonplace within each class. • All pupils have access to extra-curricular clubs which encourage independence and self-help skills. • All areas of the school are accessible to everyone including those pupils with SEND. • Pupils are given responsibilities throughout the school which they carry out independently. • Learning objectives are displayed / shared in each lesson and linked to the 'Learning Tree'. • All pupils are encouraged to change independently for PE, swimming, extra-curricular clubs and sports days/activity days. • All teachers display a visual timetable which is used to support children who		• 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 strategies are implemented to support the development of independence skills where necessary. • Visual cues and prompts are used. • Teachers / Teaching assistants implementing 1:1 /2:1 intervention use 'catch me cards' to bridge the gap between intervention and class based learning. The adult gives the pupil a specific learning intention for the week (related to their 1:1 target) and this is shared with all key staff. The child is then encouraged to tick the box each time they achieve the learning intention in class. • Where appropriate, Teaching Assistants 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 throughout

rely heavily on routine. • House points are used to reward self-help skills and independent learning. • 'Learning Warriors' are identified in each class using our learning toolkit. • Residential trips in Key Stage 2 challenge and encourage the development of age-appropriate self-help skills. • All children have access to our Whole School Positive Behaviour System and key staff are trained in and implement de-escalation strategies throughout the whole school. The Behaviour Policy feeds into our Safe Touch Policy. (The Safe Touch Policy details how de-escalation strategies underpin positive handling.)		the day/week. This will ensure that our pupils build resilience and self-coping strategies to enable them to cope when and if a key adult is absent.

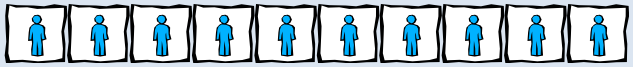
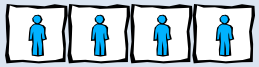
6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Our school recognises the importance of social and emotional development and Thrive/TIS/Emotional Coaching principals are being embedded in all teaching and learning provision.	• Pupil Premium is used to support vulnerable children and group intervention. 1:1 and group support is provided by TIS practitioners, the SENDCo and other key members of	• CAFTACS, CHIN meetings, CP Meetings, Early Support Meetings, SEND Meetings/ Annual Reviews are attended and supported by a range of outside agencies and advice is

• We are a nurturing school and aim to develop the 'whole child'. • Pupils have access to our SENDCo or our Thrive/TIS practitioners. • Positive learning behaviour is promoted throughout. • The SENDCo co-ordinates provision for students with well-being, social, emotional, physical and mental health needs. • The SENDCo is both an Autism Champion and Dyslexia Champion. • The school works in partnership with other agencies including Penhaligon Friends, CLEAR and Dreadnought to help deal with difficult times such as bereavement. • PSHE lessons and assemblies include all children. • The school is a Trauma Informed School, with two named practitioners. These qualified practitioners support children with social, emotional and mental health needs. • The SENDCo is a Youth Mental Health First Aider and Wellbeing Champion. • All children have the opportunity to become a school councillor, representing their year group at regular meetings. • Key staff are trained in First Aid (approved training and updated as required) • Sex education is provided for pupils in Year 5 & 6.	staff to help progress the social and emotional development of pupils in need. This includes interventions to support self-esteem, resilience, social skills and emotional regulation. • Playground Leaders help the younger children settle into the playground as well as play with individuals who may feel lonely. • Year 5/6 have multiple leadership opportunities if they display positive behaviours and effort in their learning e.g. Peer Mentors, Playground Leaders, School Councillors • The 'Snug' is available for vulnerable pupils or a child who feels emotionally dysregulated at any time throughout the day. Staff are available to support and nurture these children until such time as they are ready to return to class. • Key staff are 'Team Teach' trained. • Motor skills intervention is implemented to support children with motor skills difficulties. • Where appropriate our pupils are encouraged to attend inter and intra-school competitions and activities to develop resilience and emotional well-being.	actioned accordingly. • Individual social & emotional assessments are used to tailor provision to need including Motional Assessments and Boxall Profile. • Additional support is requested from a range of agencies as necessary including: - CAMHS - Dreadnought - Jigsaw - Social Care - Penhaligon's Friends - Young Carers - School Nursing Team - Occupational Health - Autism Team - Hearing Support Team - Vision Support Team - EAL Advisors - Inclusion / Behaviour Support Services - Cognition and Learning Service - Parent Partnership Service - Speech & Language Therapy - Educational Psychology - Health Services including paediatricians - Family Support - Early Support Service - Scope - Physiotherapy - CLEAR - Physical and Medical Advisor • Pupils with specific medical conditions have an Individual Health Care Plans

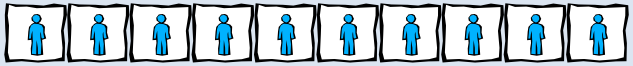
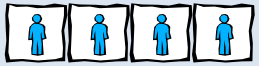
• Risk assessments are made for all trips and for day-to-day school events. • A policy for the administration of medicine is in place. • Sporting opportunities take place regularly. • Cookery opportunities take place linked to the curriculum. • Anonymous Worry Boxes are in each class with issues being addressed in the class setting or assembly. • Assemblies from outside providers to support whole school ethos e.g. Lifeguards, 'Open the Book' • Residential trips challenge and encourage the development of health lifestyles, well-being and emotional resilience. • The school promotes and explores physical and mental well-being through our 'Healthy Active Living Week' in the Summer Term.		which are shared with all staff following consultation with parents. • Home / School books are used to aid communication between School and parents/carers for specific individuals. • An Intimate Care Policy is in place and followed. • Individualised support is provided for pupils who begin to display signs of disaffection. • Risk assessments are in place for children with SEND and behavioural difficulties including each child with an EHC Plan. • Personalised provision is available for pupils who find break times too unstructured and stressful. • Behaviour Maps / Positive Support Plans are written for children who display extreme behaviours within school. These are shared & agreed with parents/carers as well as the child (where applicable), to ensure consistency in approach.

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 
• All pupils have equal opportunity to interact socially with the whole primary age range regardless of age, ability and additional need. • There are regular opportunities for 'buddying' sessions allowing older children and younger children to work together. • Links with other schools e.g. through sporting events, allow pupils to interact with others. • All pupils belong to a House group. • Playground leaders support social interaction. • All children have equal access to attend whole school trips/visits, after school clubs and shared experiences. • Clubs take place both at lunchtime and either before or after school. • Thrive/TIS/Emotional Coaching principals are used in whole class sessions. • All teachers prepare a pictorial vocabulary check list at the beginning of every new topic which enables children with SEND or hearing impairments to learn key words before meeting them in	• Sports teams play in local tournaments against other schools. • Year 6 have multiple leadership opportunities if they display positive behaviours and effort in their learning consistently. • Social skills groups enable targeted children to receive support. • Social groupings within classes are organised to support individuals. • Social & Emotional interventions are used to help pupils develop their social skills.	• Support from other agencies including the ASD team, the Speech & Language Team, Educational Psychology are sought as necessary. • Pupils are individually supported by TAs to enable their attendance at after school clubs as necessary. • Adult 1:1 support is given to promote successful interactions and friendships. • Social stories and Comic Strip Conversations are used to help children develop greater social understanding. • Social & Emotional Interventions e.g. Thrive/TIS, Wild Tribe are used to support the development of social skills in individuals. • Specialist communication aids both High Tech (e.g. Big Macks) and Low Tech (e.g. PECS, symbols and objects of reference, Core Communication Books) are used to support communication for individuals where and when necessary. • The school works closely with other agencies working with pupils with

lessons. • Makaton is being promoted throughout the school with all children and staff learning new signs weekly. • The SENDCo is both an Autism Champion and Dyslexia Champion		speech, language and communication needs. This includes the Speech & Language Therapists, the Early Years Inclusion Team and the ASD Support Team. These agencies work with individuals and provide written advice or programmes of work for individuals. This is implemented by key staff throughout the school. • Makaton is used to communicate with some of our pupils

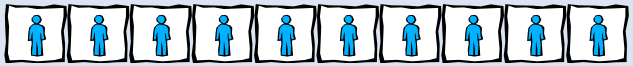
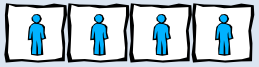
8. The physical environment (accessibility, safety and positive learning environment)

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All areas of the school are accessible to everyone including those children with SEND. • Wheelchair access is available to all parts of the school. • Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. • There is a designated Child Protection & Safeguarding Officer (and deputy) and a named Child in Care teacher responsible for those Children in Care. • All staff receive Safeguarding Training	• Adaptions are made to the learning environment to suit group or individual needs. • Provision is made for pupils who need a quiet and supervised area when they are unable to cope during the day including unstructured times. • Access to specialist equipment and resources where appropriate, including 'Move & Sit Cushions'. • Access to specialist areas such as 'The Snug'. • Quiet areas are available to pupils	• Designated teaching areas are available. • Dedicated resources matched to pupils' needs are available. • Individualised motivators and rewards are used. • Classrooms are made accessible for children with additional needs. • Specialist equipment enables disabled children to be as independent as possible • If needed, children have individual risk assessments.

(Tier 2). • Teachers focus on rewarding positive behaviours to promote a positive learning environment. • A system of whole school rewards and consequences are in place. • Our half-termly school value and enquiry question is displayed in each class room and throughout the school. • Our 'Calmer School Code' is displayed in each classroom and throughout the school. • The school staff work together to 'catch mistakes' and use these with children as learning opportunities. • Anti-bullying policy is in place. • Pupils' work is displayed throughout the school in a variety of ways. • Classrooms include a good mix of celebration of pupils' work and working walls to support pupils' learning. • Every class has visual timetables displayed. • Children have access to a variety of IT resources including whiteboards, digital cameras and IPADS. • School and pupils' awards are displayed prominently in key areas of the school. • Outdoor activities are planned as part of the everyday curriculum. • Clubs provide opportunities to outdoor learning. • We are a Trauma Informed School, with two named TIS practitioners who support children with social, emotional and mental health needs.	both in the playground and within the school. Each class has a reading area. • There are named adults who are 'Team Teach' trained. • An adapted toilet / changing facility is available for those who may need it. • Disabled toilets are available. • Non-slip, non-breakable equipment available in practical lessons.	• Designated parking for the disabled. • Non-white paper and overlays are provided for pupils with scotopic sensitivity/visual stress.

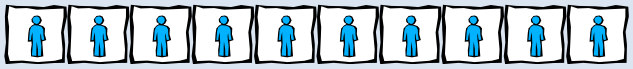
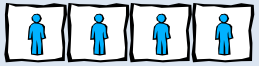
• Use of the school grounds and the local area for learning opportunities is a regular occurrence, with a 'school aim' to use the outside environment for learning at least once a week in addition to the opportunities outlined above. • Pupils in the Early Years Foundation have free access to the outside area. • Areas of the playground are designated for different activities. • Residential trips are arranged for Key Stage 2. • The school has a large library. • The school is a secure site. • Staff report building defects which present a health and safety risk immediately for attention. • Termly fire drills occur and exit doors & routes clearly identified. • Risk assessments for medium to high risk activities are carried out and shared with staff. • White screens are avoided on all projected materials including SMART boards, computers, IPADS • The school has 'The Snug' which can be accessed by any pupil in time of need. • The school has a bike trail. • Each class has a reading corner to promote a love of reading.		

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 
• Meetings are held between the current and next class teacher in the Summer Term. • Meetings between the next class teacher and the SENDCo are held in the Summer Term. • There are two consecutive transition days ('Fly-Up' Days) in the Summer Term where all children spend a day in their new class with their new teacher. • The Year 6 children attend transition days at their chosen secondary schools. • There are strong links with the pre-schools and with the secondary schools. • Home/school visits are arranged and attended by the EYFS teacher and key staff (including the SENDCo if necessary) for Reception aged children in the Summer Term prior to their start in September. • The EYFS teacher (and SENDCo where necessary) visits other educational settings for any child joining the school in our Reception year. • The EYFS teacher and teaching assistant conduct home visits in the Summer Term for children starting Reception in the September.	• Pupil passports are used to aid transition for all pupils with SEND. • Transition visits are carefully planned with those pupils identified as possibly struggling with transition having additional visits. • The SENDCo discusses needs and provision of pupils identified on our Care & Guidance plans, the Record of Need and our 'On Alert' list with the secondary school SENDCo and SEN team. • All SEND paperwork is passed to a pupils' new setting. • Group work or 1:1 support is provided by key staff to aid transition as required. • Communication with the transition school is robust	• Children visit their new classroom with a trusted adult on an individual and flexible basis. • Visual prompts / photographs / individual internal visits are used to promote a smooth and positive transition. • Social Stories /Visual Cues / Photographs/ Transition books are used with an individual to aid transition. • 1:1 visits to secondary settings are arranged if necessary. • Early identification of a 'key worker' at secondary settings is used if required to help build familiarity. • Advice / support from other agencies e.g. Educational Psychologists, ASD team is implemented to ensure that pupil transition is as smooth as possible. • The SENDCo or SENDCo Support worker from the secondary school attends Year 5 & 6 Annual Reviews and Early Support Meetings where appropriate • Communication Passports are

• Nursery children in other settings are invited into our EYFS class for a range of transitional visits both with and without parents including our 'Stay and Play' sessions before starting school. • Induction meetings are held for all children in Reception. • Induction meetings are held for parents of children joining our school. • Opportunities to interact in larger groups of children are encouraged to prepare children for larger groups and environments. • The Year 6 teacher and SENDCo meet with key secondary setting staff. • Opportunities to attend activities at secondary settings are provided, including sports activities and academic sessions.		prepared to take to the new school. These are also sent to the new setting prior to a pupil starting (where possible). • Where necessary, our pupils are supported by a TAC/Early Support plan to ensure transition planning is robust and meets the needs of the individual.

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 
• The SENDCo has been accredited with the National Award for SEN Co-ordination, a post graduate qualification. • The SENDCo is TEACCH trained. • The SENDCo has been awarded Thrive	• Teachers and Teaching Assistants attend relevant courses to support the children that they are working with. .	• Key members of staff throughout the school including the SENDCo work closely with outside agencies, including the Speech & Language Therapist and ASD team to ensure that individual needs are met.

Practitioner status • The SENDCo undertakes additional Thrive training annually (which is a requirement to maintain Thrive Practitioner status.) • All teaching and non-teaching staff participated in whole school Thrive training led by one of the Thrive trainers. • The SENDCo and key members of staff have attended training in dyslexia, dyscalculia, autism, sensory processing, speech & communication needs and behavioural needs. • Key members of staff have attended 'Team Teach training' which includes de-escalation strategies. • All teaching staff have attended training using B-Squared assessment to track pupils working at P-Levels. • All teaching and non-teaching staff have received training in de-escalation strategies led by the Behaviour Support Advisor. • The SENDCo is an Autism Champion. • The SENDCo a Dyslexia Champion. • The SEND training needs of all staff are established through discussion, on a needs basis, through questionnaires and performance management. • The SENDCo attends County SENDCo network meetings and training as well as SENDCo network meetings with the cluster primary and secondary schools. Information is then shared with the rest of the staff at staff meetings. • The SEND training needs of all staff are		• The SENDCo has had Manual Handling Training from SCOPE which is updated as required. • The SENDCo has training in epilepsy and anaphylaxis training.

established through discussion, on a needs basis, through questionnaires and performance management. • All teaching and non-teaching staff have received basic Makaton training. • All teaching and non-teaching staff have received training on how to develop a 'Total Communication Environment'. • The school seeks the support of outside agencies e.g. the Educational Psychologist, ASD team, Child Development Centre staff, Speech & Language Therapists to support with training needs. • The SENDCo and Executive Head Teacher have attended Brain Development Conferences and have delivered training to all members of staff.		

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. .	Parents who would like educational psychologists to work with their children need to discuss this with the SENDCo to see if this would be appropriate.
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	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

	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.	
Autism Spectrum Team	The majority of the work undertaken by the Autism Spectrum 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 Autism Spectrum Team (AST) consists of three Autism Advisors, a Specialist Practitioner, a Highly Specialist Speech and Language Therapist and five AST workers, and is line managed by a Senior Educational Psychologist.	A young person of school age (4-16) who has a diagnosis of ASC may be referred to the team by a professional and their parents. The criteria for acceptance of the referral are the diagnosis and a clear objective for the work. The diagnosis may be: • an Autism Spectrum Condition including Asperger's Syndrome • Pathological Demand Avoidance and • Pervasive Developmental Disorder Not Otherwise Specified Where the work required involves an educational setting it is essential a member of staff from that setting completes the referral form i.e. the SENDCo. CONTACT Katy Neve Manager and Senior Educational

		Psychologist Telephone: 01872 323022 Matthew Wilmott Autism Spectrum Advisor Telephone: 01579 341302
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 in order to meet the curriculum access needs of children and young people with Special Educational Need and Disabilities. The Physical and Medical Needs advisers can support an educational setting to identify and assess the access needs of individual children and young people in terms of access to: • the curriculum • the enrichment curriculum e.g. school clubs, school trips • spoken and written information and advice • the physical school site	'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
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	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. Contacts:

	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 Help Hub Tel: 01872 322277 Early Support Lead - Crin Whelan Tel: 01872 323329 Early Support Coordinator (East) - Kelly Rowland Tel: 01872 323598
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. Tintagel Primary works closely with a highly qualified and experienced Speech & Language therapist.	Referrals are made through the school by the SENDCo.
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness.	Alison Botting Children's Community Therapy Lead 01872 254531
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises and activities so that the child carries them out regularly.	Alison Botting Children's Community Therapy Lead 01872 254531

Children's Dietetic Service	This service provides dietetic support to disabled children, their families and the professionals who work with them. The focus is on children diagnosed with a disability who are eating and / or drinking, and who are at risk of under-nutrition.	Alison Botting Children's Community Therapy Lead 01872 254531
AAC Officers	AAC Officers introduce Alternative and Augmentative Communication which opens the door on a huge range of equipment and techniques which support or replace spoken and written communication.	Anne Williams aswilliams@cornwall.gov.uk
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation trailing, functional vision assessments as well as advice on a range of subjects to do with children's vision. The service works with • Children and young people (0-25 years) with a diagnosed visual impairment • their families • settings, schools (mainstream and specialist) and colleges • other professionals The service supports by: • giving **support and advice** to families	Referrals are made through the SENDCo

	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 **advice** about specialist adaptations to learning materials and the environment • providing **advice** about specialist equipment • **training** staff who work with settings • providing **statutory advice** for EHCPs and EHCP reviews • **supporting transition** between phases and stages of education	
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 or Head teacher. For further information or enquiries contact: Sara-Jane Charnock 01209 218764 Email team@thedreadnought.co.uk Website http://www.thedreadnought.co.uk/
Social Workers and Social Care	Social Workers and the Social Care Team promote and look after the well-being and	Cornwall Council Children's, Schools and Families Team

	achievement of all children, especially those in difficult family situations or those with complex learning needs / disability.	03001234101
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.	Telephone: 01726 212706 cornwall@scope.org.uk
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: earlyhelphub@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/earlyhelphub The website for parents is www.cornwall.gov.uk/earlyhelp Our school nurse is Maria Pillman Specialist Community Public Health Nurse (School age children) Neetside Community Centre, BUDE, EX23 8LB Telephone: 01288 287722
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 one of	Hearing Support Team The Educational Audiology Centre, Priory Road, St Austell,

	Cornwall's Local Authority SEN Support Services. The Team provides families, schools and settings with advice on the educational management of hearing loss where this impacts significantly on the child or young person's education. Qualified Teachers of the Deaf visit children and young people at home or in their school / setting to • undertake educational audiological assessments • observe and work with the individual • liaise with the parents and relevant staff in order to identify that individual's educational needs related to their hearing loss • provide advice or direct support as appropriate. **Has an audiologist checked your child's hearing?** If no: • and **your child is under 5 years old** you will need to contact your Health Visitor • and **your child is at school** you will need to ask the school or your GP to make a referral to a Senior Hearing Screener • and **your child is at college** you will need to ask your GP to make a referral	PL25 5AB 01726 61004 Our advisor is Andy Borders

	for a hearing test.	
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	cognitionandlearning@cornwall.gov.uk Our advisor is Jo Davidson Referrals can be made through the school 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 Tintagel Primary we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise. The Education Welfare Service can also offer support and help to pupils, parents, carers and schools who may be having problems with attendance.	Contact via school.
Family Information Service (FIS)	The Family Information Service is Cornwall's main signposting service for parents and carers of children aged from 0 – 20, or 25 if they have additional needs. As well as advice over the telephone, they also have a website full of information for	Telephone: 0800 587 8191 or 01872 323535 Email: www.fis@cornwall.gov.uk

	families and professionals	
Multi Agency Referral Unit (MARU)	The Multi-Agency Referral Unit (MARU) provides a multi-disciplinary response to concerns about the welfare or safety of a child in line with the LSCB guidance on interagency thresholds/continuum of need.	Telephone: 0300 1231 116
Penhaligon's Friends	The vision of Penhaligon's Friends is to provide bereavement support for children, young people and their parents and carers. The project aims to 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
Vision Support Service	The service works with children and young people (0-25 years) with a diagnosed visual impairment in their homes, early years settings and schools to enable them to overcome barriers to their education caused by their vision loss.	Referrals are usually made to the Professional Lead by medical professionals.
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, Tintagel, Cornwall, PL32 9TX enquiries@lakefieldcaravanpark.co.uk Tel: 01840 213279
Sound Waves Music Therapy	Music therapy sessions are highly interactive communication sessions where pupils can take the lead. Each session provides an environment where even the slightest communication is easily observed and can then be built upon. It is a time when pupils can develop their responses and positive interactions with increasing confidence in a trusting relationship with the music therapist. Pupils can make choices in their own time in a much freer way than the structure of a more formal teaching session allows giving them a feeling of independence and control. Pupils also have the opportunity to focus on their	For further information contact: Judyth Gwynne, Chairman SWSW 8 Ocean View Road Bude, Cornwall EX23 8NW 01288 354301 info@soundwaves-sw.co.uk

	social interaction and play skills, developing positive turn taking and sharing skills.	
CLEAR ~ Children Linked to and Experiencing Abusive Relationships	CLEAR is a unique child/young person centered service in Cornwall, offering counselling face to face and group work with children and young people aged 0-18 and up to 25 years with additional needs, who have been traumatised by either direct experience of and/or witnessing physical, psychological, sexual or emotional abuse. CLEAR also offers support to the non-abusing carer both individually and with the child. Face to face counselling therapy with qualified BACP (British Association for Counselling and Psychotherapy) trained therapists. We work creatively and embrace the unique surroundings of Cornwall. CLEAR encourages the children and young people to flourish in a therapeutic setting and learn how to: Build safe relationships within their family and friendship circles; Experience positive feelings; Share concerns and fears; Reinforce Trust and self-belief; Develop coping strategies; Break the cycle of abusive relationships; Take part in social activities; Re-integrate into school and learning. This is an outreach service and covers the whole of Cornwall. In addition CLEAR offers a range of therapeutic interventions including: Child Centred Counselling, Music, Drama, Art,	Telephone: 01872 261147 E-mail: admin@clearsupport.net Website: www.clearsupport.net

	DDP, EMDR,VIG, Play Therapy, Narrative Therapy, CBT, Theraplay and Therapeutic Life Story Work.	

12. This is how we:

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

Our school has an 'open door' policy to parents /carers and we encourage you to discuss any problems or concerns with staff. Teachers are continually monitoring and assessing your child's progress – academically, physically, socially and emotionally. Any behavioural changes are investigated with the support of parents/carers to ensure that needs are being met. Any pupils causing concern are immediately discussed with the relevant members of staff on the Senior Leadership Team and Senior Management Team i.e. Executive Head Teacher, Head of School, SENDCo, Literacy Co-ordinator, Maths Co-ordinator and Business Manager. Progress is monitored through a rigorous assessment process, enabling teachers to identify gaps in children's learning and plan for extra support. Academic attainment is tracked termly (six times per year) and any pupils not on track to achieving their personal targets are immediately flagged up to the Senior Leadership Team and Senior Management Team. Social and emotional development of vulnerable children is tracked at least three times per year using Motional assessments, the Boxall Profile and through Care & Guidance Team Meetings. Those children identified as having Social and Emotional needs are tracked termly. This system aims to identify pupils making less than expected progress given their age and individual circumstances.

Tintagel Primary follows the graduated response using the Assess, Plan, Do, Review Cycle as detailed in the Special Educational Needs and Disability Code of Practice (July 2014). Where possible, we try to meet individual needs within the classroom through high quality first teaching, ensuring that our planning, teaching and approaches are differentiated.

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

If a student is not making satisfactory progress, or presents other concerns, the class teacher holds further discussion with the SENDCo. The pupil will placed 'On Alert'. Strategies and approaches, which are currently in use, are reviewed and the effectiveness evaluated. Where this review leads to the conclusion that the student requires further additional help and support, they are placed at School Support on the Record of Need, after consultation with parents/carers. Tintagel Primary adopts a person centred approach whereby interventions are chosen to match the needs of the child. The school works closely with therapists and external agencies to identify the holistic needs of every child.

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

On Alert
If a pupil's academic or/and social and emotional development becomes a cause for concern, the pupil is placed 'On Alert'. Parents/carers will be consulted and an 'On Alert' Plan will be written to outline areas of concern, set personal targets and detail bespoke interventions.

School Support
Where a review leads to the conclusion that a pupil needs additional help and support, they are placed at School Support on the Record of Need, after consultation with parents/carers. When we have all the available information, we consider the next strategy for action. Class teachers differentiate lessons and resources accordingly. Progress is monitored closely by the class teacher, SENDCo, Head of School and the Executive Head Teacher and is reviewed with parents / carers and the pupils where age and need appropriate.

A Provision Map and SEND Action Plan is written to reflect areas of support, targets and interventions, after consultation with agencies, parents/carers, the pupil, SENDCo and class teacher. Provision may consist of 1:1 support from teaching assistants, small group intervention, in class support, specialist resources and activities, working with external support agencies etc. In some circumstances, parents/carers can approach the Local Authority (LA) to request a statutory assessment which may or may not result in the LA issuing an Education, Health and Care Plan (EHCP).

Statement / Education Health and Care Plan
If a pupil has a statement of special educational need or an EHCP, an annual review is held for pupils in Year 1 and above. A six monthly review is held for pupils in the Foundation Stage. At this meeting, decisions are made regarding the continuation of the statement/plan. The effectiveness of provision is reviewed and objectives and strategies amended accordingly. New long term objectives for the following year are set if necessary. All relevant professionals are invited to attend or submit a report. Parents/ carers attend and the views of the pupil are considered (where need appropriate). Pupils with statements / EHCPs are entitled to additional support as prescribed in their documentation. This may consist of 1:1 support, small group withdrawal, in class support, specialist activities, working with external agencies etc.

Removal from the Record of Need
Once placed at School Support, pupil progress will be monitored for at least two cycles of assessment i.e. two terms. Where students make good progress and meet targets set, they may be removed from the Record of Need following a review meeting. These pupils will be then placed 'On Alert' and on the school's 'Care & Guidance Plan' where their progress will be closely monitored.

A Provision Map and SEND Action Plan will be written as detailed in the School Support section above.

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

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

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

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

The Graduated Approach

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

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

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

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

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

Assess
A clear analysis is made of the pupil’s needs. This analysis is based on:

• the views of the pupil

• the views of their parents/carers

• teacher assessment and observations

• the pupil’s current attainment

• the pupils previous progress and attainment

• comparison to their peers and national data

• assessments by, and the views of, external services if appropriate

Plan
In light of the above assessment, the teacher and SENDCo, in consultation with the parent/carers and pupil, agree on a plan of action.

This plan of action will include:

• time limited outcomes for the pupil

• the adjustments, support and interventions to be put in place

• a date for review

All planning is pupil centred and outcomes focussed and recorded on the schools information system.

Do
The pupil’s teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

• differentiating and personalising the curriculum

• the delivery of **'additional and different'** provision that is made for a pupil with SEND

• the planning, support and impact measuring of all group and one-to-one interventions delivered by support staff

• linking interventions to classroom teaching.

The SENDCo will support teachers in the effective implementation of provision.

Review
The quality, effectiveness and impact of the SEN support are evaluated in line with the review date.
The above evaluation is shared with the parents and pupils and their views are sought.
The cycle then starts again by reassessing the needs of the pupil before planning a continuation of, or change to, the SEN support.

The effectiveness of provision is monitored by the Senior Leadership Team & Senior Management Team through a variety of means including discussions with all stakeholders, book scrutinies, learning walks, the tracking of pupil progress against targets etc. The school has recently purchased software to aid further scrutiny of the effectiveness of all interventions.

c. 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 Executive Head Teacher. 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.

13. Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: http://cornwall.childrenservicedirectory.org.uk

Answers to Frequently asked Questions

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

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

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

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

Who is responsible for the progress and success of my child in school?
At Tintagel 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. Each September, a copy of the Home/School Agreement is sent home to be signed by both the parent/carer and the child. This is then returned to school. Although this is not a legally binding document, we expect all who sign the agreement to adhere to it in equal measures, to support the success and progress of each child.

The Directors of Aspire Multi Academy Trust are responsible for ensuring your children are making good progress. The Executive Head Teacher works closely with the Senior Leadership Team, Senior Management Team and staff to ensure pupil targets are being met and that children are being challenged appropriately. The Senior Leadership Team & Senior Management 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?
Tintagel Primary works hard to provide a broad and balanced curriculum which is led by our 'enquiry curriculum' and accessible for all regardless of need. Planning and lessons are differentiated to match the learning needs of the pupils with support and challenge being provided. In all classrooms there are three waves of support. Universal Provision (Wave 1 support) is the effective inclusion of all children in high quality lessons with high quality teaching. Targeted Provision (Wave 2 support) is additional time-limited provision, in the form of small group intervention to accelerate progress and enable children to work at age related expectation. Specialist Provision (Wave 3 support) is intervention for children who are working well below age-related expectations to accelerate progress, including support from external agencies. We incorporate the different styles of teaching and learning to accommodate all children and engage them in the learning.

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

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

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

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

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

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

Each term there is a formal parent/teacher meeting to discuss your child's progress and attainment and at the end of the year a written report is sent home.

Review meetings take place termly (approximately every six weeks) for those children 'On Alert' or on the 'Record of Need'.

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

Tintagel Primary is a Trauma Informed School and the staff work at using this and the 'Thrive' 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 Thrive and/or R-Time 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 Motional assessment. R-Time is run 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?

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

All Teaching Assistants and some key teaching staff undergo 'First Aid in the Workplace' training and their qualifications are kept up to date and current.

Several members of staff are 'Team Teach' trained and this qualification is reaccredited every 2 years.

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

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

Any problems identified by any member of staff or the community are reported immediately to the school secretary and/or Business Manager to action.

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

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

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

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

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

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

What SEND training have the staff at school had or are having?
The SENDCo has been accredited with the National Award for SEN Co-ordination, a post graduate qualification. She has also been awarded Thrive Practitioner status. The SENDCo is also a TIS practitioner, a Youth Mental Health First-Aider and Well-Being Champion. All teaching and non-teaching staff participated in whole school Thrive training and will be attending TIS training in October 2018. All staff have attended basic Makaton Training. All staff have received training in developing a Total Communication Environment.

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

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

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

How accessible is the school environment?
The entire school is wheelchair accessible.

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

How are the school's resources allocated and matched to children's special educational needs?
We take a whole school approach to providing the resources that every child needs for their learning, regardless of their ability. Each class is supported by at least one Teaching Assistant. Extra interventions led by the class teacher, intervention teacher or the teaching assistants are provided for small groups of pupils or on a 1:1 basis. Classroom resources are shared and additional resources are purchased where necessary to enhance learning. In some instances, the school purchases specialist support to meet the needs of pupils e.g. Dreadnought.

How is the decision made about what type and how much support my child will receive?
Decisions about the support each child receives are based on the school's in-depth knowledge of the child. Lengthy discussions between relevant staff take place and the child's progress is monitored. The support may change as the needs of the child changes.

For all children on the Record of Need, the school itself is expected to meet the £6000 of any resources and support required by each individual child. For those children with a Statement of Educational Need or an Education, Health and Care Plan (EHCP), spending above the £6000 may be claimed back from the local authority in the form of 'top up' as set by the resources in the statement.

Who can I contact for further information?

For further information please feel free to contact the SENDCo, Mrs Sarah Dingle, or the Executive Head Teacher Mrs Sue Cox at school on 01840 770473.

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

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

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

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

How is your School Offer and SEND Information Report reviewed?

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

Scheduled review date September 2019.