



Treverbyn Academy

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



September 2022 - 2024

Treverbyn Academy is an exciting, happy and bustling primary school which aims to develop each individual in a caring and nurturing way. The children, staff and parents are extremely proud of their school, and we aim to be inclusive of all children whatever needs they may have.




The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Treverbyn Academy are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate.

Every child at Treverbyn Academy has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated and scaffolded by our talented team of teachers and their assistants.

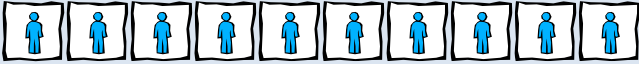
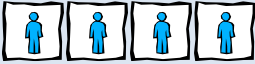

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Jamie Bignell
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01726 850503

The levels of support and provision offered by Treverbyn Academy


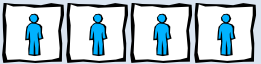

1. Pupil Voice -Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued. • Pupils voice is represented in all aspects of school. • Pupils voice is heard through: <ul style="list-style-type: none"> - Questionnaires - School Council - Pupil Conferencing 	<ul style="list-style-type: none"> • Pupils with SEND are included in all pupil conferencing. • Additional provision is developed in light of student voice where appropriate. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil. • Pupils' views are an integral part of TAC meetings and SEND reviews. • Pupils are supported in and involved in target setting.




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • Where possible we have an open door policy, for the interim period, because of COVID 19, meetings will be held over the phone. • The parents/carers are invited to attend parent/carer consultation evenings. • Parent/carers know exactly who to contact if they have any concerns. • The school website, facebook page and twitter feed enables parent/carers to understand more about what their young children are learning. 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities where appropriate. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework. • Websites are available to support parents with homework. • Parents are able to contact school re concerns at any time. • Parents have access to the Parental Support Advisor if circumstances mean this would be beneficial. 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. • Advocacy is available to ensure the above. • All documentation can be presented in a format that is accessible to individual parents. • Parents are encouraged to engage in one-to-one reading and activities. • Parent support advisor to be available to work on a 1:1 basis with families.

3. The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all pupils. • All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. • All pupils are able to boost their independent learning and literacy skills through application throughout the curriculum. • Assessments (including dyslexia screening) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • Intervention packages are bespoke and needs led. • The progress of pupils taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group or one to one intervention includes: <ul style="list-style-type: none"> -English- reading, comprehension, spelling - phonics - handwriting - numeracy - speech and language interventions. - motor and co-ordination skills - social skills -Talk Boost interventions - Rapid Reading - Toe by toe. 	<ul style="list-style-type: none"> • Pupils are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities. • Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be disapplied from some subjects.

4. Teaching and learning




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The lessons are carefully planned to include clear differentiation, regular progress checks and different learning styles. • Different level groupings are identified for each class. • Preferred learning styles are used. • Learning Objectives are displayed and shared with all pupils. • Differentiation Success Criteria are Shared with pupils. • Students' work is regularly marked and appropriate feedback is given. • English/Maths is a priority for all staff: Key vocabulary and key terms should be displayed and discussed. • Alternative methods of recording are used. 	<ul style="list-style-type: none"> • Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Class based staff work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. • Independent pupil learning is supported by the use of technology. • Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes, interpreters etc). 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Outreach from special school requested for advice on teaching and learning.

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5. Self-help skills and independence




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • New disabled toilet for children who require the use of rails, hoist and shower. • Technology is available to aid Independence including the use of I-pads / talking tins and clicker where appropriate. • Resources are available in all class-rooms containing which promote independence. • Literacy chests with a range of resources such as dictionary's (dyslexia friendly) and thesauruses are available in every classroom. • Students have access to : <ul style="list-style-type: none"> - visual timetables - individual time tables - individual behaviour charts. 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom, they facilitate independence. • Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers. 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with students encouraging them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent. • Personalised task boards and timetables are in place to support independence.

6. Health, wellbeing and emotional support




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • PSHE lessons include all pupils using the SCARF approach. • All staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. This is co-ordinated by class teacher/ SENCo. • Counselling support services can be accessed where appropriate. • Pupil issues are dealt with by trained staff, as they arise. • School nurse service is available through parental/ school referral. • Trauma informed schools awareness. • 3 Trauma informed schools practitioners. 	<ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> - self-esteem - social skills - anger management • Risk assessments using the Aspire model are carried out to actively support pupils in their accessing and ensuring their health, well-being and emotional support when required. • Fun Fit' targeted to help children with coordination issues. • Teacher or TA support for children who are experiencing emotional issues. This may take the form of small group circle time and Thrive activities or R-Time. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for students can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - Dreadnought - Penhaligans Friends and other outside agencies as appropriate. • Access to a nurture style provision to provide in depth support around emotional and mental health. • Boxhall profiles. • Motional screens • Pupils with specific medical conditions have individual health care plans. • B-squared is used to tailor provision to need.

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7. Social interaction opportunities




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils have opportunities for social interaction, regardless of need. • All pupils are invited on trips and visits subject to necessary risk assessment. 	<ul style="list-style-type: none"> • Sports teams play in local tournaments against other schools in our cluster. • More talented children are encouraged to join clubs held within the community. 	<ul style="list-style-type: none"> • Pupils individually supported by TA's to enable their attendance at after school clubs or events when appropriate. • Talk boost intervention run by schools SALT specialist TA. • 1:1 SALT sessions with schools assistant (this is being run slightly differently due to COVID guidelines.)

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




<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with SEND. • All facilities have wheel chair accessible classes. • Pupils feel safe and in an environment where bullying is acknowledged and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) • All areas of the school endeavours to be an uplifting, positive and supportive learning environment. • Teachers focus on rewarding good behaviour to promote a positive learning environment using 'Good to be Green'. 	<ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons e.g cooking. • Adapted toilets available. • Some toilets adapted by height. • Adjustable chairs/ tables can be made available. • There are named adults who are 'team teach' trained in de-escalation and safe hold techniques 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled pupils to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Ramps created at specific areas for children requiring entrance and exit with a wheelchair. • Wet room built for specific use. • Support from OT team to ensure adaptations are risk assessed.

<ul style="list-style-type: none"> The rewards and sanctions system is robust and displayed around the school. 		
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> There are links with feeder pre-schools. Pastoral leads identify students who may need extra support at transition. Primary children visit local secondary schools regularly. Nursery/Secondary staff visit school to support transition. Transition events are available and accessible to all pupils across key stages/year groups and settings. 	<ul style="list-style-type: none"> 'Buddy' or peer systems are in place for pupils who are particularly vulnerable at transition. (Bubbles) Pupils identified as possibly struggling with transition have many additional visits in small groups. 	<ul style="list-style-type: none"> The SENCO attends annual EHC reviews. Pupils have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.

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

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All staff receive training and updates on a regular basis regarding changes, updates to special educational need. • SENDCO holds the National Award for Special Educational Needs Coordinator. • Named director for SEND is Evelyn Kyne. • Family Information Service website is available for parents and staff to access guidance and advice. 	<ul style="list-style-type: none"> • SENDCo is up to date and aware of different interventions and possible provisions. • Outside agencies/specialists provide training to meet needs and support. 	<ul style="list-style-type: none"> • SENDCo knows how to access specialist and individualised support from agencies. • In our Multi Academy Trust we have a trained and experienced member of staff who undertakes any dyslexia screening. • Specific training from Trauma informed schools practitioners.

11. Services and organisations that we work with:	What they do in brief	Contact details
Educational Psychology Team	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.	Rachael Blackie ASPIRE Educational Psychologist.
Speech and Language Therapy Team	The Speech and 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.	Caroline Shepherd 01208 834488
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and 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.	Emma Render 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.	Jackie Watson 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.	Pip Ali Children's Community Therapy Lead 01872 254531
Children's disability team	This service provides advice for children with a disability-supporting schools to use a range of equipment including ICT.	Steve Deacon steven.deacon@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 training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Social Workers		Cornwall Council Children's, Schools and Families Team 0300 1234 101

Scope	Scope is a registered charity who 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.	01726 212706 cornwall@scope.org.uk
School Nurse	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. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	Liv Humphries
Cognition and learning team	This service works closely with schools, children/young people, parents/carers and the Cornwall Dyslexia Association to ensure the successful inclusion of children and young people on the dyslexic continuum. It does this through working with individual children, young people and their families, consultation and training.	jo.davidson@cornwall.gov.uk
Social Emotional Mental Health Service	This service provides advice, strategies and support related to behaviour. This could include identifying specific triggers, attachment difficulties and providing strategies to manage these.	ASPIRE service through Evelyn Kyne
Educational Welfare Officer	Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home.	Tracey Mcklennon Contact via school: 01726 75858 Central Office: Sedgemoor Centre Priory Road St Austell

12. Pupil progress:

Pupil's progress and attainment is an on-going process of teaching, learning, consolidating and applying. This is by the class teacher and support staff. The special needs coordinator and curriculum coordinators monitor and review this on a half termly basis. The pupils are involved with self-assessments at the end of learning tasks and against learning outcomes in lessons. Considering personalised targets pupils, parents and staff are involved with reviewing the successes of these and setting new goals and targets including celebrations of their achievements and successes. Regular structured conversations with parents help to gather the bigger picture, this then ensures that all children are given the correct support both at school and at home.

13. How we know how good our SEN provision:

At Treverbyn Academy we are always monitoring and evaluating the quality of our SEN provision. We carry out an annual self-evaluation audit alongside the governor responsible for Special Educational Needs. We monitor our provision through governor monitoring visits, SENDCO observations and learning walks and conversations with pupils. We then put in place a development plan to lead SEN forward. We also ask parents for feedback and comments during review meetings and through parental questionnaires. In terms of intervention and specific provision there is an entrance and exit assessment made to ensure the pupils are making progress from the provision. We make any appropriate adaptations as necessary.

14. If you wish to complain

If you feel that you have concerns about your child's SEN provision then we urge you to contact school in the first instance, speaking to either the class teacher, or SENDCo (Jamie Bignell) Concerns may then be escalated if necessary to the head of school.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/cornwall-send-local-offer/>