



## Treverbyn Academy

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



September 2024 – 2025

Welcome to Treverbyn Academy's SEND Information Report. At Treverbyn Academy, we are very proud to be an exciting, happy, and bustling primary school that aims to develop each individual in a caring and nurturing way. We are committed to being an inclusive school, welcoming children with a wide range of needs and working closely with families to support and celebrate every child's unique journey.

We believe that every child deserves an education tailored to their individual needs, both inside and outside of the classroom. Our dedicated staff are trained to support children with Special Educational Needs and Disabilities (SEND) and continually access additional training in order to enhance their skills and better support our children. We strive to narrow the gap between SEND and non-SEND pupils by offering a range of provisions designed to help every child achieve their potential.

Our first priority is ensuring that quality first teaching is provided for all children and young people at Treverbyn Academy.

Additionally, we also deliver a variety of targeted provisions to ensure all children receive the support they need. These include:

- Short-term specific interventions designed to address particular areas of need.
- 1:1 support sessions tailored to individual goals.
- Home-school interventions to foster collaboration between families and the school.
- Other learning interventions developed on a case-by-case basis

We also work with external agencies whenever necessary to ensure the best possible outcomes for our pupils.

Every child at Treverbyn Academy has the opportunity to follow all subjects in the Primary Curriculum. Our approach to teaching is highly differentiated and scaffolded, enabling every child to access all areas of learning in the Early Years Foundation Stage and beyond. Our talented team of teachers and assistants is passionate about creating an environment where all children can thrive, coordinated by our SENCO Miss Warn.

This report provides an overview of how we support children with SEND at Treverbyn Academy and reflects our commitment to helping every child

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## Key Information:

The **Children and Families Act (2014)** requires schools to publish a **Special Educational Needs (SEN) Information Report** on their website. This report must include detailed and accessible information about how the school supports children with SEN and their families.

Below is a comprehensive list of what the report should include, based on the statutory requirements outlined in the **SEND Code of Practice (2015)**:

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### **1. The kinds of SEN provided for**

- A description of the types of special educational needs and disabilities (SEND) the school supports (e.g., learning difficulties, communication needs, physical or sensory needs).

### **2. Policies for identifying children with SEN and assessing their needs**

- How the school identifies pupils with SEN.
- How children are assessed to determine their specific needs.
- The name and role of the Special Educational Needs Coordinator (SENCO).

### **3. Arrangements for consulting with parents and involving them**

- How the school works with parents/carers to involve them in decision-making.
- How parents are kept informed about their child's progress.

### **4. Arrangements for consulting with and involving children**

- How the school ensures that children with SEN are involved in decisions about their education and support.

### **5. Approach to teaching children with SEN**

- How the school ensures that children with SEN are supported to access the curriculum.
- Differentiation strategies and additional support provided within and outside the classroom.

### **6. Support for improving emotional and social development**

- Measures to support children's well-being, including pastoral care.
- Access to interventions and strategies to develop social and emotional skills.
- The school's approach to preventing bullying.

### **7. How the school adapts the curriculum and learning environment**

- Adjustments made to the curriculum to meet the needs of children with SEN.
- Accessibility of the school environment (e.g., wheelchair access, sensory rooms, quiet spaces).

#### **8. Training and expertise of staff**

- Details of SEN-specific training undertaken by teachers and support staff.
- Ongoing professional development to meet the needs of pupils with SEN.

#### **9. Evaluating the effectiveness of SEN provision**

- How the school monitors and evaluates the impact of its SEN support.
- Methods for reviewing pupil progress and effectiveness of interventions.

#### **10. Additional support available for pupils with SEN**

- External agencies and partnerships (e.g. speech and language therapists).
- Multi-agency collaborations to support children's needs.

#### **11. How children with SEN are enabled to engage in school activities**

- How pupils with SEN are included in school activities alongside their peers.
- Adaptations or additional support for extracurricular activities and trips.

#### **12. Arrangements for transition between phases of education**

- Support for transitions into school, between classes, and to secondary school or further education.

#### **13. Complaints procedures**

- Steps parents/carers can take if they are unhappy with the school's SEN provision.
- Who to contact and how concerns are addressed.

#### **14. Contact details for support**




- Name and contact details of the SENCO.
- Contact details for SENDIASS (Special Educational Needs and Disability Information, Advice, and Support Service).

#### **15. The school's contribution to the Local Offer**

- How the school's SEN provision links to the wider Local Offer provided by the local authority.
- Information on accessing the Local Offer website.




## The levels of support and provision offered by Treverbyn Academy

### 1. Listening to and responding to children and young people (arrangements for consulting pupils with SEN and involving them in their education)

<p style="text-align: center;">Whole school approaches (The Universal Offer to all children and young people)</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>The views and opinions of all students are valued.</p> <p>Student voice is represented in all aspects of school.</p> <p>Student voice is heard through:</p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Pupil Conferencing / Questioning</li> <li>• Questionnaires</li> </ul> <p>Children’s achievements both in and out of school are celebrated and shared through assemblies, Tapestry, displays and social media.</p> <p>We work closely with parents and carers to discuss their and their child’s concerns with staff at the earliest opportunity. There are opportunities throughout the year for parents and their child to talk to the class teacher at parent consultation meetings. Children are encouraged to communicate through pupil voice.</p>	<p>Pupils with SEND are encouraged to be involved with any feedback and/or pupil conferencing groups.</p> <p>Pupils with SEND contribute their views and ideas to reviews e.g. termly Individual Provision Map (IPM) reviews.</p> <p>Additional provision is developed in light of student voice where appropriate.</p>	<p>For children who receive specialised and individual provision:</p> <ul style="list-style-type: none"> <li>- Targets are agreed termly to support and challenge pupils with SEND.</li> <li>- Pupils play a key role in setting learning targets through individual discussions with their class teacher.</li> <li>- Pupils are also involved in reviewing their progress towards these targets. This is recorded on the IPM (individual provision map).</li> <li>- New plans are agreed each term at pupil progress and IPM meetings..</li> </ul> <p>Pupils’ views are an integral part of TAC meetings and SEND reviews including Annual Reviews for pupils with an Education, Health and Care Plan (EHCP) e.g. by completing an ‘All About Me’ profile. Support staff are available to advise and help children.</p>




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### 2. Partnership with parents and carers (to include arrangements for consulting parents of pupils with SEN and involving them in their child's education)

<p style="text-align: center;">Whole school approaches (The Universal Offer to all children and young people)</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>The school works in partnership with all parents and carers and we encourage contact for a telephone/face to face appointment to discuss any concerns with their child's teacher, in the first instance, at the earliest opportunity.</p> <p>Parent/carer meetings are held in the Autumn term.</p> <p>In the Summer term, there is a 'Meet the Teacher' session where information is provided with regards to the new academic year/class. Additional information sessions are held during the school year about the curriculum, supporting children's learning at home and extra-curricular activities e.g. school trips.</p> <p>School reports are shared during the Summer term and parents/carers are invited to comment on these/make appointments.</p> <p>Parents' views are gathered through 'Parent Voice' questionnaires and surveys.</p> <p>Newsletters, social media, the school website and text messages/emails keep parents and carers informed about key information.</p> <p>Information about learning topics, school trips and extra -curricular opportunities is provided by curriculum overviews and available on the school website class pages.</p>	<p>Parents have access to our link Family Support Worker/advisor who runs sessions here at Treverbyn Academy.</p> <p>The Head of school, class teachers and SENDCo are happy to arrange appointments to update parents and listen to parental concerns via a meeting.</p> <p>Pupil's IPM (Individual Provision Map) targets are agreed in conjunction with the parents and pupils termly to support and challenge pupils with SEND. Pupils are involved in setting and reviewing targets with their class teacher. IPM's are shared termly to parents to gather parental voice and feedback.</p> <p>Children who are eligible for Pupil Premium may receive targeted support, both within a small group and within the classroom if needed/appropriate.</p> <p>Parent/carers are supported in attending and are actively involved in all meetings where appropriate.</p> <p>All documentation is presented in a format that is accessible to individual parents' needs.</p>	<p>Parent/carer's views are an integral part of TAC meetings and SEND reviews.</p> <p>Parents/Carers may communicate with their child's teacher and/TA through the use of Tapestry where appropriate/agreed.</p> <p>Outside Agencies (such as the Early Help Hub, ASC Team, Speech and Language Therapy and SEN Support) are referred to by the SENDCo with parents support and involvement.</p> <p>Pupils with an EHCP complete an "All about Me" booklet and provide a written report, with support if necessary, which is included in the Annual Review.</p> <p>Some pupils with an EHCP are invited to participate in their reviews in person, write invitations to the review for others to attend and may help provide refreshments.</p> <p>Treverbyn Academy facilitates and hosts Early Support / Team Around the Family (TAF) / Team Around the Child (TAC) meetings for pupils and families.</p> <p>'Meet the new 1:1' morning also runs in Summer Term.</p>




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### 3. The curriculum (to include reference to the school’s broad and balanced curriculum and details of how adaptations are made to the curriculum and learning environment for pupils with SEN )

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<p>Our children follow a broad and balanced curriculum that is well sequenced to ensure children’s experiences build on prior learning.</p> <p>The curriculum is designed to ensure the inclusion of all pupils regardless of their ability and/or additional needs.</p> <p>All pupils have access to the curriculum, educational visits and extra-curricular and/or enrichment activities including swimming sessions at the local pool.</p> <p>All children have access to resources to support their learning and teacher’s use high quality teaching as the first step in supporting all learners to make good progress.</p> <p>Pupil progress is monitored termly including the use of Read Write Inc Phonics to assess reading and spelling. Fresh Start, White Rose Assessments and AR Reader also assess our pupils frequently. Additional assessments (e.g. dyslexia-based screening) are used to identify students who may need additional interventions.</p> <p>All pupils will be given the opportunity to participate in after school clubs.</p>	<p>When a group of children are identified as requiring additional support in specific areas, the impact of these is closely monitored by class teachers and subject leaders.</p> <p>Intervention support may be delivered in a small group by a teacher or TA.</p> <p>These interventions are closely linked with the curriculum and are delivered in such a way as to ensure pupils still access a broad and balanced curriculum offer.</p> <p>Current and recent interventions have included the following and more:</p> <ul style="list-style-type: none"> <li>• Sensory circuits daily</li> <li>• RWInc Interventions</li> <li>• Fresh Start Interventions</li> <li>• Music Nurture Therapy</li> <li>• Cornwall Mental Health in schools teams sessions</li> <li>• Numeracy intervention</li> <li>• Handwriting intervention</li> <li>• TIS/emotions-based group sessions</li> <li>• Baking/food groups</li> </ul>	<p>Treverbyn Academy responds to the individual learning needs of the children to ensure that the curriculum is accessible for all.</p> <p>For some pupils, this may mean 1:1 support, small group support, creating resources to enable the child to become a more independent learner or accessing a bespoke timetable to support their individual needs.</p> <p>In exceptional circumstances pupils can be disapplied from some subjects or assessments.</p> <p>Pupils requiring additional support are offered equal access to out of school opportunities such as trips and after school clubs.</p> <p>Some children with specific needs may have interventions based on a Trauma Informed Schools (TiS) approach to supporting needs, such as 1:1 weekly Music Therapy or time in the Sensory Room / The ‘Bay’ (our sensory based provision).</p> <p>Some children with specific needs may be assessed using PKS, Cherry Graden assessments or the Engagement Model, planned by their class teacher.</p>

## The levels of support and provision offered by Treverbyn Academy




### 4. Teaching and learning (Give details of the school's approach to the teaching and learning of children and young people with SEN)

<p style="text-align: center;">Whole school approaches (The Universal Offer to all children and young people)</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>High quality teaching first is a priority throughout the school. Children have access to a wide range of resources to aid/support them becoming independent and resilient learners. Treverbyn Academy strives to develop a love of reading and this is woven into all aspects of the curriculum. High quality training is provided for all staff.</p> <p>Pupil progress is monitored and recorded in a range of ways, including:</p> <ul style="list-style-type: none"> <li>• Teacher assessment (formal and informal)</li> <li>• Classroom observations/learning walks</li> <li>• Book looks/scrutiny</li> <li>• Children's assessments</li> </ul> <p>Teacher feedback is specific and includes what has been done well and next steps to support further progress. Alternative ways of recording are used where appropriate. Learning experiences are scaffolded to meet individual pupil's needs. The progress of pupils is discussed termly at pupil progress meetings with class teachers Key Stage leaders, Lead teachers, head teachers and the SENDCo. Information that is gathered is used to identify gaps in learning, ensuring that all children make maximum progress.</p>	<p>Treverbyn Academy is constantly working to improve subject knowledge and to utilise expert help. Training by school staff and specialists in the last 3 years has included as an example:</p> <ul style="list-style-type: none"> <li>• Autism Teams in Schools training</li> <li>• RWI Phonics Training/English Hub</li> <li>• Use of effective questioning Maths Mastery</li> </ul> <p>There are weekly updates on SEND and safeguarding in all staff meetings.</p> <p>Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>Class based staff work with small groups to:</p> <ul style="list-style-type: none"> <li>• Ensure understanding</li> <li>• Facilitate learning</li> <li>• Keep children on task</li> </ul> <p>Independent pupil learning is supported by the use of technology if appropriate e.g. Interactive whiteboards, iPads and Chrome books. Special examination arrangements are put in place for internal and external tests and examinations where appropriate (readers, scribes, additional time etc)</p>	<p>Personalised and highly differentiated work is provided enabling independent learning, including the use of a bespoke timetable and bespoke reward system for particular pupils.</p> <p>1:1 support is provided for pupils who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, severe literacy difficulties/dyslexia etc.</p> <p>Where appropriate, advice and support is sought from external agencies, including:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist (EP)</li> <li>• Autism Support Team</li> <li>• Aspire Inclusion Team</li> <li>• Cognition and Learning Team</li> <li>• Physiotherapists / Occupational Therapists</li> <li>• Speech and Language Therapists</li> </ul> <p>The teachers and TA's access training to help them support children. A multi-sensory approach is used whenever possible. Dyslexia-based Screening is undertaken with consent of the parent/carer to highlight areas in which we can support.</p> <p>In some cases, pupils' learning is communicated and recorded using Tapestry to parents/carers.</p>



## The levels of support and provision offered by Treverbyn Academy




### 5. Self-help skills and independence

<p style="text-align: center;">Whole school approaches (The Universal Offer to all children and young people)</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>All children are encouraged to become independent and resourceful learners who take pride in their work. Children are encouraged to access resources for learning, including:</p> <ul style="list-style-type: none"> <li>• Vocabulary/widgit support</li> <li>• Maths resources (cubes, counters, dienes)</li> <li>• Dictionaries/thesaurus</li> <li>• RWI sound mat/word mat</li> </ul> <p>Staff support children to develop their personal learning through PSHE and whole school themed assemblies. Residential visits/trips and school camps are included in our curriculum offer so that pupils are provided with opportunities to become increasingly independent in a safe environment.</p> <p>There are a wide range of clubs available including: Yoga, arts/crafts, Football, crochet, Engineering, Computing club. Some pupils may choose to participate in public events such as the Choir Events or Engineering / STEM Events.</p> <p>Children are taught throughout the school to take responsibility for entering class and putting away their items, taking care of possessions and keeping their classroom/workspace tidy. Children are given roles within the classroom and within school to encourage citizenship and independence.</p>	<p>Teachers and TAs ensure children are confident in the task/learning before beginning independent work. Children are taught strategies to develop independence if they find their work challenging. This may include adapted and/or scaffolded learning resources, the use of sound/word mats or visual supports. Some students have personalised equipment to help them to learn, such as overlays or writing slopes.</p> <p>Chrome books and iPads are available to support children who need alternative methods of recording.</p> <p>Daily Sensory circuits is provided to support some pupils by aiding concentration and focus and/or improving co-ordination (depending on need)</p> <p>Social Skills groups, e.g. Lego Therapy, can be used to target pupils with specific needs relating to social interactions and behaviours for learning (e.g. listening, turn taking, managing resources)</p> <p>Cornwall Mental Health in Schools Team (CMHST) provide independent strategies which can be utilized by the children themselves including mood diaries, worry lists and self-esteem activities.</p>	<p>Adults working with individual children encourage the students to be as independent as possible when working. Teachers and TAs use resources, questioning, visual supports, concrete, resources and verbal prompts to develop independent working skills.</p> <p>Pupil Voice (All about me and IPM targets) is used to capture what pupils' feel they need support with and adults support children to gain skills in these areas.</p> <p>Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teacher/teaching assistant is absent.</p> <p>Visual supports are used consistently to promote independence including a visual timetable, task management, now/next, traffic lights, spot timers, widget visuals and choosing boards so that pupils can actively participate in their day and gain independence in their routine.</p>






## The levels of support and provision offered by Treverbyn Academy

### 6. Health, wellbeing and emotional support (include details of the support provided for improving emotional mental and social development of pupils with SEN, this should include support arrangements for listening to the views of pupils and measures to prevent bullying )

<p style="text-align: center;">Whole school approaches (The Universal Offer to all children and young people)</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>All staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK).</p> <p>Any emotional issues, disagreements, bullying are dealt with by staff immediately and reported to class teachers. Many of our pupils are screened using motional, which creates a programme of activities to support within the classroom.</p> <p>The PSHE curriculum delivers appropriate lessons and support on a variety of topics including valuing difference and growing/changing. Our Science Curriculum focuses on teaching health including hygiene, sleep and nutrition. Our DT food curriculum supports here also. Student issues are dealt with by trained staff, as they arise. A meet and greet system is in place for all pupils by key staff from their year groups.</p> <p>Themed assemblies are used to promote awareness of important issues. We work with an Educational Mental Health Practitioner as part of the Mental Health Support Team (MHST), who is able to deliver whole class sessions as needed.</p>	<p>Time limited and monitored groups address:</p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Social skills and turn-taking</li> <li>• Understanding emotions</li> </ul> <p>Risk assessments using the Aspire model are carried out to support pupils and ensure that their health, well-being and emotions are supported in school.</p> <p>If a child is experiencing emotional challenges, a teacher or TA can support them. This may take the form of:</p> <ul style="list-style-type: none"> <li>• small group circle time or TIS activities.</li> <li>• Key staff check in with pupils regularly</li> <li>• Special jobs/roles</li> <li>• Restorative conversations</li> </ul> <p>Signposting to other avenues of support such as the Kooth app.</p> <p>Sensory Circuits / fine motor skills intervention to build physical skills and develop this area</p> <p>School nurse service is available via a referral to the Early Help Hub, with parental consent. Bereavement support is available to be referred to if appropriate or needed.</p>	<p>TAF/TACs, Early Support meetings and reviews are supported by a range of agencies. Children can be referred by the SENDCo for an assessment with an Educational Mental Health Practitioner (EMHP), who may then offer sessions to support.</p> <p>Additional support for students can be requested from: CAMHS, Social Care, Aspire Inclusion Team, Penhaligon’s Friends, EP’s. SALTs, Social Care and Young People Cornwall.</p> <p>Motional assessments can be used to tailor provision to meet specific needs.</p> <p>Children may be referred to: The Wave Project. CLEAR and Dreadnought Counselling may take place in school. Play therapy may be used.</p> <p>Some students with specific medical conditions or complex needs may have individual health care plans (IHCPs) and individual risk assessments in accordance to allow safety and inclusion.</p> <p>Individual pupils may have Positive Behaviour Support Plans (PBSP) created to support them in school.</p>




## The levels of support and provision offered by Treverbyn Academy

### 7. Social Interaction opportunities (give details of how the school enables pupils with SEN to engage in the activities of the school, including physical activities, together with pupils who do not have SEN)

<p style="text-align: center;">Whole school approaches (The Universal Offer to all children and young people)</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>All pupils have opportunities for social interaction, regardless of their needs. All children are offered/able to utilize our playground/social space throughout the day.</p> <p>Whole school events involving children and their families such as fundraising events, Christmas activities, Sports Day and FOTA events throughout the school year.</p> <p>All pupils have access to a range of after school clubs and are invited on trips and visits subject to necessary risk assessment</p> <p>Lots of opportunity for live sporting events including football fixtures and cross country.</p>	<p>Sports teams play in local tournaments against other schools.</p> <p>Trust wide events including Aspire Girls Football day allow interaction.</p> <p>Targeted learning groups focus on social skills and behaviour for learning e.g. Lego Therapy, food/baking groups and social skills role-playing intervention.</p> <p>Roles for older pupils *Year 5 and 6* including 'Kindness Crew' to support social interaction.</p> <p>Peer reading sessions implemented as part of our reading activities allowing interaction between classes.</p> <p>Peer / class mentoring sessions to allow for interaction socially between classes.</p>	<p>Additional support and reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction.</p> <p>1:1 / small group sessions can work on social interaction skills, an individual action plan will highlight areas of need in order to build confidence and appropriate skills in social situations</p> <p>A number of staff have had additional training to deliver social skills interventions such as Draw and Talk, Lego Therapy and Trauma Informed Schools support</p> <p>1:1 / small group speech and Language Therapy (SALT) sessions to enhance children's communication skills allowing for more meaningful social interaction</p> <p>1:1 / adult support to attend physical activities if needed and appropriate to promote inclusion</p>




## The levels of support and provision offered by Treverbyn Academy

### 8. The physical environment (accessibility, safety and positive learning environment- possible references to include, accessibility audit, reasonable adjustments, staff training eg for Moving and Handling)

<p style="text-align: center;">Whole school approaches (The Universal Offer to all children and young people)</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>All areas are accessible to everyone including students with SEND. There are wheelchair ramps to the building and the school has disabled toilet facilities including a lift/hoist.</p> <p>Pupils feel safe in an environment where bullying is minimal and dealt with effectively. Pupils know what to do if they feel they are being bullied. There are named roles: ‘Designated Safeguarding Lead’ (Maria Rundle) and deputies (Holly Warn, David Freckelton, Katie Sinclair, Debbie Kearton, Elaine Taylor, Andie Boutwood) and a named ‘Designated Teacher for Children in Care’ (Maria Rundle).</p> <p>All areas aim to provide an uplifting, positive and supportive learning environment. Teachers promote a positive learning environment and children strive to be successful in achieving our 4 pillars of learning ‘Collaboration, Compassion, Perseverance and Aspiration’ as celebrated in our weekly celebration assemblies/</p> <p>The rewards system is robust and displayed around the school. Children earn whole-class ‘star jar’ rewards and are supported to reflect on behaviour choices with adults to support positive change. Children are recognised for consistent behaviour with praise post cards, phone calls home and text messages directly to parents.</p> <p>There are trained First Aiders on site at all times to deal with accidents when required.</p>	<p>Quiet areas are available including the Library and Sensory Rooms. The ‘Bay’ has been created and is used to provide intervention and support for emotional health and sensory needs.</p> <p>There are nurture lunch offers with class teachers and a lunchtime club running on specific days.</p> <p>Children can also attend lunch early for a quieter environment.</p> <p>Early drop-off/collection with meet and greet to support accessibility to school.</p> <p>Quiet spaces (The Cove, the library and the empty hall) are available for pupils to use with TA support in small group activities should they need time away from the mainstream classroom.</p> <p>Non-slip, non-breakable equipment is available in practical lessons.</p> <p>Risk assessments in place to assess safety.</p> <p>Manual Handling training for all staff.</p> <p>Adjustable chairs/ tables can be made available. There are named adults who are ‘team teach’ trained. Sensory Audits of some classrooms where required.</p>	<p>Dedicated resources are used to proactively support pupils’ needs and these are available for staff.</p> <p>Equipment which supports pupils to access mainstream classrooms such as:</p> <ul style="list-style-type: none"> <li>• Headphones</li> <li>• Chewelry</li> <li>• Fiddle toys / fidgets</li> <li>• Wobble stools / cushions</li> </ul> <p>Specialist equipment available for pupils enables disabled pupils to be independent.</p> <p>Some specialist equipment includes:</p> <ul style="list-style-type: none"> <li>• Wheelchairs</li> <li>• Adapted desks / workspaces</li> <li>• Walking frames</li> <li>• Hoists / lifts</li> </ul> <p>Classrooms/halls/corridors are made accessible for young people with sensory needs. Support from Occupational Therapy Teams to ensure any adaptations are risk assessed.</p> <p>Sensory room space available to pupils within both the KS1 and KS2 spaces.</p> <p>Wet room to be utilised for specific needs Ramps for specific use</p>




## The levels of support and provision offered by Treverbyn Academy

### 9. Transition from year to year and setting to setting (to include arrangements for supporting children and young people moving between classes, phases of education and in preparing for adulthood)

<p style="text-align: center;">Whole school approaches (The Universal Offer to all children and young people)</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>The school liaises closely with local settings to identify children with additional needs joining our Early Years. Reception staff visit children’s previous settings to observe and ensure a smooth transition and a staggered start is in place for all Nursery and Reception pupils to support relationship building, teaching new routines and familiarisation with a new environment.</p> <p>Primary children visit local secondary schools regularly and secondary school staff visit our school to share information with Year 6 pupils ahead of transition to Year 7. Parents are informed in the Summer term about their child’s next class. Transition events are available and accessible to all pupils across key stages/year groups and settings. Each class has designated transition sessions to spend time in their new class and parents are invited to meet their child’s new class teacher for a welcome meeting. Teachers from the previous class meet and plan with the new class teacher at the end of the Summer term. If a child joins or moves school during the academic year, every effort is made to contact the new school to share school records and information promptly.</p> <p>Each new class has designated transition days to spend time in their new class. Additional transition visits are available as required</p>	<p>Pupils identified as possibly struggling with transition may have additional visits in small groups or on a 1:1 basis. New children and their parents are welcome to visit the school for a tour prior to joining.</p> <p>Additional tours/visits are allowed and welcomed.</p> <p>For children requiring additional support, photo transition booklets are shared with pupils moving from Reception through to Year 6 at the end of the Summer term, with photos of their new classroom, key adults and extra class information.</p> <p>Videos to support transition may be made for those children struggling with transition.</p> <p>Whole class sessions, with support from Cornwall Mental Health in Schools Team (CMHST), weekly in Summer Term for Year 2 and Year 6 (Decider Skills, focusing on transitioning across a key stage)</p> <p>Reception staff and the SENDCo visit children’s previous early years settings to observe and get to know them</p>	<p>Our SENDCo coordinates transition arrangements for vulnerable children and those on the SEND Record of Need.</p> <p>Our local secondary schools have good links with Treverbyn Academy and extra transition visits can be facilitated if required where pupils have some opportunities to meet current pupils. Transition booklets are created and sent home. Some pupils may receive a postcard or a letter over the summer from their new teacher. Some pupils may be provided with Social Stories to introduce them to new staff and settings and prepare them for transition.</p> <p>For pupils with an Education, Health and Care Plan (EHCP), the SENDCo of their chosen secondary setting is invited to attend their Annual Review in Year 6 to get to know the pupil and their needs.</p> <p>Additional transition meetings occur between the SENDCo/team of the secondary setting, the Year 6 teacher/team and Treverbyn Academy’s SENDCo.</p>

## The levels of support and provision offered by Treverbyn Academy

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

<p style="text-align: center;">Whole school approaches (The Universal Offer to all children and young people)</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>All staff receive annual training to the expectations of provision for SEN pupils. New staff receive this training as part of the induction process. There are regular TA meetings and weekly teacher staff meetings where information, new procedures or good practice is shared. The SENDCo delivers training to TA's in specific areas. Many staff attended an Aspire wide inset training on Speech, Language and Communication needs. Most staff have attended other training around specific areas such as Cognition and learning Language for Learning and Autism Training ran by the Autism in Schools team.</p> <p>SENDCo is undertaking the National Professional Qualification (NPQ) in SEND.</p> <p>SENDCo attends termly Aspire Academy Trust Inclusion Network training days to share latest SEND updates and practices to support pupils' needs. All staff receive training and updates on a regular basis regarding changes and/or updates to special educational need via weekly staff meetings. Good practice is shared and modelled where appropriate.</p> <p>Family Information Service website is available for parents and staff to access guidance and advice.</p>	<p>The SENDCo is up to date and aware of different interventions and possible provisions.</p> <p>Early Years team have accessed additional support from the Early Years Inclusion Team.</p> <p>Outside agencies/specialists provide training to meet needs and support.</p> <p>Access to Aspire Academy Trust Inclusion Team for additional support and guidance when needed.</p> <p>Access to Aspire Academy Trust Educational Psychologist Service termly.</p>	<p>SENDCo team know how to access specialist and individualised support from agencies.</p>

## 11. Services and Organisations that we work with:

<b>Organisation / Service:</b>	<b>What they do:</b>	<b>Contact Details:</b>
Educational Psychology	Educational Psychologists are specialists in learning, behaviour and child development.	Referral via SENDCo and Aspire Academy Trust
Speech and Language Therapy (SALT)	The SALT 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.	cpn-tr.Enquirslt@nhs.net
Health Visiting and School Nursing	School nurses provide confidential advice and health information. 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.	01872 322779 hvsnadvice@cornwall.gov.uk
Early Help Hub	A triage team which allocates the most appropriate help.	earlyhelphub@cornwall.gov.uk
Supporting Change in Partnership (SCIP)	Supporting change in partnership for children with complex needs and/or disabilities who are demonstrating challenging behaviours.	Referral via Early Help Hub earlyhelphub@cornwall.gov.uk
CAMHS (Primary Mental Health Team)	Supporting and assessing children who have mental health concerns	www.cornwallft.nhs.uk
Educational Mental Health Practitioner (EMHP)	Supporting children and staff with their mental health	Referral via school SENDCo
Royal Cornwall Hospital NHS Trust – Children’s Community Therapy Service (Occupational Therapy / Physiotherapy)	Supporting disabled children and young people (age 0-18) with a permanent or substantial learning or physical disability and a need to improve their access, independence and activities of daily living.	Community Child Health Department, Pendragon House, Royal Cornwall Hospital, Truro, TR1 3LJ Occupational Therapy referral via MARU on 0300 123 1116
Early Years Inclusion Team	The Early Years Service helps children with additional needs and/or disabilities aged 0-5 to learn, play and develop.	eyis@cornwall.gov.uk Early Years Advice Line: 01872 322906
SEN Support Services		<ul style="list-style-type: none"> <li>• Augmentative and Alternative Communication Team: <a href="mailto:aacsupport@cornwall.gov.uk">aacsupport@cornwall.gov.uk</a></li> <li>• Cognition and Learning Service: <a href="mailto:cognitionandlearning@cornwall.gov.uk">cognitionandlearning@cornwall.gov.uk</a></li> <li>• Hearing Support Team: <a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a></li> <li>• Physical and Medical Needs Advisory Service: <a href="mailto:physicalandmedicalneeds@cornwall.gov.uk">physicalandmedicalneeds@cornwall.gov.uk</a></li> </ul>



		<ul style="list-style-type: none"> <li>• Vision Support Team: <a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a></li> <li>• Communication Support Service: <a href="mailto:css@cornwall.gov.uk">css@cornwall.gov.uk</a></li> </ul>
Aspire Academy Trust Inclusion Team	Providing advice and support across the trust.	Sally Hannaford
Autism in schools team	Supporting children with an ASC diagnosis in schools	Referral via school SENDCo 01872 323195

## 12. Pupil progress

Pupil's progress and attainment is an ongoing process of teaching, learning, consolidating and applying. This is completed by the class teacher and support staff. The Senior Leadership Team (SLT), SENDCo and Curriculum Subject Leads monitor and review this on a half termly basis with class teachers. 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. A summative assessment is recorded each half term and from this, pupil progress meetings are held with the Senior Leadership Team. This is a chance to discuss progress made, highlight any children who are not doing as well as expected and put additional interventions/support in place if required. If we feel outside agencies need to be involved, we will talk to parents/carers first and share our concerns before taking any additional steps.

## 13. How we know how good our SEND provision is?

At Treverbyn Academy we are always monitoring and evaluating the quality of our SEND provision. We monitor our provision through monitoring visits, SENDCo/SLT observations, learning walks and conversations with pupils. We then put in place a development plan to lead SEND forward which forms part of the whole school SEF (Self-Evaluation Plan) and SIDP (School Improvement & Development Plan). We also ask parents for feedback and comments during review meetings and through parental questionnaires. This allows us to adapt provision to better suit pupils if required and to get any additional support into school if needed. Many interventions are measured through entry and exit criteria to measure impact.

## 14. If you wish to complain

If you feel that you have concerns about your child's SEND provision then we urge you to contact school in the first instance, speaking to either the class teacher or SENDCo (Miss Holly Warn) to see if there is anything further we can do. Concerns may then be escalated, if necessary, to the Head of School (Mrs Maria Rundle).



## [Cornwall's SEND Local Offer](#)

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

<http://cornwall.childrensservicedirectory.org.uk>

### Answers to Frequently asked Questions

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

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend Treverbyn Academy. Children who may be vulnerable or those who are causing a concern to staff in terms of their behaviour or academic progress, for example, are regularly monitored and assessed by staff. Children's progress and behaviour are monitored through termly tracking systems. If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about the child from both parents and the child's previous school. If there are external professionals involved with the child, then their opinions and reports are sought after to ensure that we get the full picture of the child and their needs.

#### 2. 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 talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion a meeting may be set up with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head of School. Following these meetings steps will be taken to address any concerns you may have about your child. This usually means that your child will be 'On Alert' for a minimum of two cycles of assess, plan, do, review – this means that additional support will be put into place and monitored closely. Following this, if little or no progress is noticed, your child may receive an Individual Education Plan (IEP), which will outline specific, measurable, achievable, relevant, time based targets, stating additional support that the school will provide in order to better access the curriculum. These will be shared with you as parents, regularly reviewed and new targets set/agreed. During this time, if progress is slow in specific areas, outside agency involvement may be requested to support. You will always be fully involved in this process and updated throughout.

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

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Progress meetings with staff ensures progress is tracked and monitored appropriately. It is the class teacher's responsibility to ensure that your child makes progress and enable them to access the curriculum at their level. The School SENDCo is there to support the class teacher where required, support in making referrals to outside agencies and to offer support and guidance where required.

#### 4. How will the curriculum be matched to my child's needs and how will their needs be supported?

At Treverbyn Academy we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Wave 1 – universal support and resources available to everyone in that class; Wave 2 – targeted support and resources available or tailored for small groups of children; and Wave 3 – specialist support and resources specifically designed for or accessible by individual children. All lessons are adapted and scaffolded appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished. Children sometime access learning in small groups or on a one-to-one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual child or group of children. Children may also attend physiotherapy sessions or individual speech therapy support for example.

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

Treverbyn Academy operates an effective 'open door' policy to create a constant positive dialogue with parents. In addition to this, staff may ask to speak with parents at the end of the school day, parents are invited to attend Parent Consultations in the Autumn term, and in the Summer term annual reports are sent home to parents with open-ended invitations to meet to discuss progress. All of this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or SENDCo and/ or Head of School at your request. Parents with children who are on SEN Support or have an EHCP will also be open to meet with the SENDCo to discuss targets and progress. TAC and TAF meetings can help to inform pupils' progress. Tapestry is used effectively in the Early Years Foundation Stage and Key Stage One for effective communication and curriculum newsletter are sent termly to all classes/uploaded to the school website.

#### 6. What support will there be for my child's overall well-being?

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

As a school, we use a programme called 'Trauma Informed Schools' (TIS) – this is a programme which supports children's well-being, gives children a chance to reflect and express themselves. A 'trauma' can be something as simple as a house move, a pet dying, a change of school. We are also fortunate to have 'The Bay' which is our well-being room and sensory based provision.

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

At Treverbyn Academy we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named

members of staff who are trained to tier 3 in child protection these people are known as our Designated Safeguarding Leads. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise.

### 8. How accessible is the school environment?

The school building at Treverbyn is accessible to everyone who attends school or who comes to visit us. We have good access to every classroom. We have a disabled changing facility and disabled toilets additionally, we also have ramps and lifts/hoists to support specific children.

### 9. 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. We meet with everyone involved in supporting a child's needs, talk to the relevant external professionals as well as involving members of staff from the next stage of schooling in these meetings. We have a good relationship with our local Secondary and Special schools. Transition visits and discussions are planned to ensure all information is passed across. Our school SENDCo will meet with the new SENDCo's to share information, additional support etc to ensure everything is in place to ensure a successful transition to the next stage of education.

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

A list of specialist services used by the school and are accessible to us are on the Family Information Service website. <http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

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

Everyone is included in everything at Treverbyn Academy. Activities outside the classroom are a part of everyday life for us and we undertake a variety of school trips throughout the year. All children are encouraged to take part in after school clubs, and those children who need it are supported appropriately. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

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

Each year the school decides on an allocation of money for special educational needs and disabilities (SEND). For all children on the school's SEND register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. This is 'notional' amount rather than ringfenced for individual pupils. For those children with an Education, Health and Care Plan (EHCP), spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. In-school resources and support are detailed in Individual Provision Maps (IPMs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

The school carefully considers appropriate deployment of support staff to meet the needs of individuals or groups of children. This can take the form of: • Whole class support, group support, 1:1 support • Involvement in planning and assessment as appropriate • Lead planned interventions (eg RWI, SALT, precision teaching for individual need) • Behaviour support

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

The Special Educational Needs and Disability Co-ordinator (SENDCo) is undertaking the accredited Post-Graduate National Award for SEN Co-ordination (NPQ SENDCo), an 18 month long qualification which looks in depth at the differing types of special educational need, research and pedagogy into a wide variety of educational topics as well as how best to support children with SEN in school. Ongoing CPD and staff training needs are identified and supported through a variety of training delivered by the Aspire Academy Trust.

### 14. What should I do if I feel that the Local Offer/the Information Report is not being delivered/is not meeting my child's needs?

If you feel that the Local Offer/ SEN Information report is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to either the SENDCo (Miss Holly Warn) or Head of School (Mrs Maria Rundle). Concerns may then be escalated if necessary to the Director of Inclusion (Sally Hannaford) or to the Board of Directors at Aspire Academy Trust

### 15. How is your School Offer and Information report reviewed?

Our School Offer and Information Report is reviewed on an annual basis in consultation with staff, parents and directors of the school.

### 16. Who can I contact for further information?

Should you require any further information please contact either Mrs Maria Rundle (Head of School) or Miss Warn (SENDCo).