

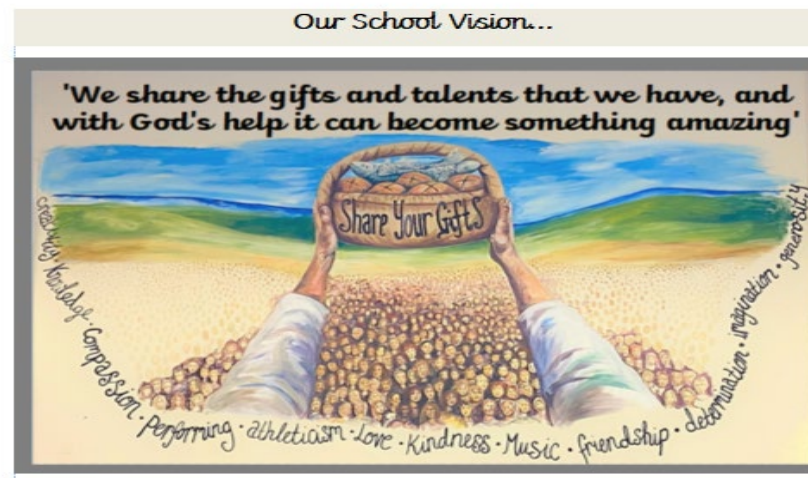


Bishop Bronescombe CE School

Our SEND Information Report

Date: September 2024

Bishop Bronescombe is a Church of England school and Christian values are at the heart of everything we strive to achieve with our pupils. All staff, parents, pupils and members of the School Monitoring Council work hard to achieve the very best for the children in our care. We want every child who attends our school to achieve and we aim to provide for every child who attends our school. All the staff at Bishop Bronescombe have the enthusiasm to inspire children to learn, to make progress with their individual skills and talents.



Our support staff assist the teachers to deliver our BB Bold curriculum. We want children to attain high standards but also to enjoy what they do, we encourage them to laugh and have fun. We are in the age of excellence and enjoyment, we believe that we can do both.

We believe in a holistic approach to education making sure that we support children in all aspects the learning journey: academically, socially, emotionally, physically, spiritually, morally and culturally ensuring we meet all their individual needs. This can only be done if we give the children every opportunity to show us their potential.

We are proud of the fact that we provide a fully inclusive curriculum for children with Special Educational Needs. We identify pupils who have barriers to their learning as early as possible and ensure that parents are involved throughout the process.

We have a school SENDCo, Gail Lowe, however supporting children with additional needs is the responsibility of all teachers and support staff. We are fortunate enough to have well-trained, enthusiastic staff who deliver quality teaching that meets the needs of the majority of our learners in

class.

We aim to identify children with additional needs as early as possible and aim to work in partnership with parents and ensure they are involved in making decisions throughout this process. The identification of additional needs follows the Assess, Plan, Do, Review process identified in the Code of Practice.

Assess – The class teacher will meet with parents to discuss any concerns they may have, where appropriate, children will also be invited to contribute to this discussion.

Plan – If the child continues experience difficulties in school, an APDR tracker will be completed with input from parents, SENDCo, Class Teacher and any professionals supporting the child.

Do – The APDR Tracker will be in place for a term and children may receive additional support both in and out of the classroom along with suitable strategies to support the child in class.

Review – Each term the Tracker is reviewed by the class teacher and new targets written and shared with parents.

If as a school we feel that a child has a need above that of school support we gather evidence of cycles of assess, plan, do and review and submit a request for an EHCP to Cornwall Statutory SEND Service.




[Education, Health and Care Plans - Cornwall Council](#)

Name of the Special Educational Needs/Disabilities Coordinator: Gail Lowe




Contact details: 01726 64322 GLowe@Rainbowacademy.org.uk




The levels of support and provision offered by our school

1. Listening to and responding to children and young people




<p>Whole school approaches The universal offer to all children and 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 children are valued. • Regular PSHCE and Collective Worship sessions give children the opportunity to share their views. • We have a student council with two councillors from each class who are elected by class votes. • We have a pupil led Eco Committee. • The student council gather the views of all children within the school. • All children are screened on Motional (TIS assessment tool) in order to assess their emotional needs. • Pupil conferencing is used to encourage children to talk about their work and identify the next steps in their learning. • All staff have had TIS awareness training and understand these approaches. 	<ul style="list-style-type: none"> • Children with additional needs are included in the School Council. • Children may be given time to talk with a Teaching Assistant or Teacher. • Students with SEND are included in all pupil conferencing. • Some children have individual TIS targets, support and provision on their APDR trackers in the SEMH section. • Children's views are an integral part of the review process at assess, plan, do review meetings. 	<ul style="list-style-type: none"> • When appropriate, children are invited to all meetings where their needs are being discussed. • Children's views are an integral part of Early Support / TAC meetings and all SEN reviews. • Children are involved in their learning. • Targets from Assess ,Plan, Do review (APDR) trackers are shared with the children. • Individual support is responsive to the views of the student • Some children have individual TIS and/ or Boxall targets. Some children have 1:1 TIS sessions or small group TIS . • We have 2 trained TIS Practitioners (Trauma informed Schools)




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 so that staff are available to discuss concerns with parent/carers. • All parents/carers are invited to attend 2 parent consultations per year. • Reports are sent home once a year. • A school newsletter is sent home weekly detailing the news from the week and the upcoming events. • Home/School agreement makes roles clear. • The school website is updated regularly with whole school news and each class has their own webpage that is updated weekly. • Parent/carers are encouraged to join in with school trips. • Parent/carers are able to support classes with one-to-one reading in class. • Class dojo is used to communicate with parents on a two way basis. Any concerns can be shared this way with staff. • Teacher and parent led PTA actively plan events to support the school. • Regular communication on positive behaviour of children is communicated via 	<ul style="list-style-type: none"> • Staff signpost parents to additional support, where necessary. • Termly parent coffee mornings are held where parents have to opportunity to talk to our team, including the SENCO and other agencies that are able to support children and their parents. • Regular welfare calls are made to key families that we feel need the additional support. • Families are invited to watch extra-curricular events and activities. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework. • Families are invited to attend a communion and other events throughout the year. • Parents/carers are able to contact the school if they have any concerns or questions. • Links to outside agencies are available on the school website. • Class teachers and SENCo can meet with parents to discuss concerns. 	<ul style="list-style-type: none"> • Staff give regular opportunities for parents to access support on an individual basis. • Parent/carers are invited to and actively involved in all TAC meetings and reviews. • Parent/carer's views are an integral part of TAC meetings and SEN reviews. • All documentation is presented in a way so that it is accessible to parent/carers. • Parent/carers are involved in all stages of the Assess, Plan, Do, Review cycle. • Parents / Carers of some children are encouraged to communicate to their child's teacher and / or support assistant through the use of a home / school book.




<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>the online app – Class Dojo.</p>		

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 students. • All students, regardless of their ability and/or additional needs, have access to a full curriculum. • Assessment weeks are scheduled every term and teachers meet to talk about children's progress. • The curriculum is adapted so all children are able to experience success in their learning. • All students 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 additional support. • Pupil progress meetings take place termly with SLT and class teachers in order to plan interventions and additional support for children. 	<ul style="list-style-type: none"> • Children may be given additional literacy and Maths group sessions. • All additional support sessions are tailored to the needs of the children within the group, addressing gaps in their learning. • The progress of children in additional group sessions is monitored regularly and discussed with class teachers. • We constantly introduce and adapt intervention sessions according to the needs of our learners. Currently our interventions include: <ul style="list-style-type: none"> • Literacy – reading, phonics, comprehension, writing, spelling. • Maths – booster, pre-teaching • Handwriting • Fine motor skills • Gross motor skills – e.g. Funfit. • Speech and Language • Phonological awareness • Social Skills • Social and Emotional (TIS) • Some children access wild tribe activities to address social and emotional targets. • Precision teaching • Lego therapy • Wild tribe 	<ul style="list-style-type: none"> • Students are supported in following their interests regardless of their disabilities. • Additional adult support may be given to support the child in accessing all areas of the curriculum. • All children are invited to attend school trips regardless of their needs or disability. • In some cases children may be given additional ICT support if this enables them to access the curriculum. • Assessments are adapted to the needs of the children. Pupil's progress is tracked using our school assessment tool. • For some children identified as having a high level of need off site curriculum provision is provided according to need eg hugs foundation or forest school.

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 




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"> • Adaptive teaching and outcomes are used to ensure the progress of all children. • The whole school uses a 'dyslexia-friendly' approach to teaching and learning. • Lessons are carefully planned to include different learning styles and regular reflection time and progress checks. • Children often work in mixed ability pairings and groups. • Learning objectives are shared with the children and displayed throughout the lesson. • Teachers regularly share with children their next steps in English and maths • Literacy/numeracy is a priority for all staff: there are working walls for each of these subjects in the classroom. • Alternative ways of recording are used. 	<ul style="list-style-type: none"> • Class teacher and teaching assistants share information and lesson plans to ensure that children with additional needs have targeted support and provision that meets their needs. • Teaching assistants and class teachers work with small groups to support their learning and ensure children are on task and are making progress. • Children are supported during independent learning with a variety of resources including: <ul style="list-style-type: none"> - Laptops - Netbooks - LearnPads - Talking tins - Scribes - Writing frames • Special arrangements are made for children with additional needs, this may include extra time, readers or scribes for SATS. 	<ul style="list-style-type: none"> • Where appropriate children may follow a personalised curriculum of highly differentiated work. • Some children may receive close adult support to deliver a personalised curriculum and who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties/dyslexia etc. • Additional support and advice will be sought from outside agencies we currently work closely with: <ul style="list-style-type: none"> - Speech and Language Therapy - Educational Psychology (SLA Purchased annually) - Autism Spectrum Team - Child and Adolescent Mental Health (CAMHS) - School Nurse Team - Sensory Support Team - Cognitive and learning Team - Social Care - Health Practitioners - Occupational Therapy -Physical support services -Education Mental Health Practitioner

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"> • A range of resources such as word mats, numeracy mats, dictionaries etc are available in each classroom to promote independence in learning. • All children are regularly encouraged to work independently and without adult support. • Children are encouraged to recognise when they need help and ask an adult in the class. • Students have access to : <ul style="list-style-type: none"> - visual timetables - Learnpads - chrome books - I pads 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they support children and facilitate independence. • Students may have access to personalised resources to help them learn such as talking tins, coloured overlays, timers, laptops. • Children may have visual timetables, task boards, behaviour charts, help cards to promote independence. 	<ul style="list-style-type: none"> • Teaching Assistants may work with some children to teach self-help skills. • support staff may be encouraged to support from a distance to encourage independence. • Children that require additional adult support will increasingly be encouraged to work with groups of children. • Personalised learning areas and work stations will be used to encourage 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"> • PSHCE / PSED / Circle Time sessions include all children • Our PSCHE curriculum includes mental health and wellbeing as well as RSHE. • R-time / SEAL activities are used at times. • The SENDCo is a TIS practitioner and enables provision to develop pupils' social, emotional and mental health needs. Whole class and individual Emotional screenings and reviews take place regularly. • Some Year 5's are given the responsibility of being Buddies during playtime. • Fruit is available at playtimes for all children up to Key Stage 1. • If children have concerns, all staff will make sure they are available to listen. • Safeguarding is the responsibility of all members of staff Mr Gynn is the designated person who leads safeguarding across the school. Regular safeguarding team meetings are held with the safeguarding team. • We have extra-curricular sports clubs after school so that all children have the opportunity to attend. • Risk assessments are completed for all trips and activities in school. • There is a designated person within school who checks the school site for risks. • We have good links with local secondary schools and sports clubs who support us in providing themed days with a sport theme. • There are a number of Teaching Assistants with Paediatric First 	<ul style="list-style-type: none"> • There are lunchtime club available for those children who find it difficult to be out on the playground. • We run group sessions on an as needed basis to support children with issues such as low self-esteem, social skills, anger management and conflict resolution. • We invite some children to extra-curricular clubs run by external companies. • A TIS Approach is adopted by all staff which supports children to develop emotional wellbeing. This may take the form of 1:1 or small group activities. • All staff have had emotion coaching training and these approaches are used to support the children 	<ul style="list-style-type: none"> - TACs and Early Support meetings are attended by medical professionals such as the School Nurse. - Boxall Profiles are used for children who need additional emotional support. - The school has good links with - Family Information Services - CAMHS - Social Care - Dreadnought - Penhaligon's Friends - Early Support - Play Therapy - Kernow SEMH services - Our school PSA provides support for individual families and works closely with the school SLT and staff. - Children with additional medical needs have individual care plans, which are produced in consultation with parents and relevant medical professionals. - We seek additional training from the School Nurse to help




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<p>Aid training.</p> <ul style="list-style-type: none"> • Counselling support services can be accessed where appropriate • School nurse service is available through parental referral. 		<p>us support children with additional medical needs who may need to be administered with emergency medicine.</p>

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 students have opportunity for social interactions with their peers. • All students are invited on school trips. • Teachers plan opportunities for regular group and paired work. • Children are encouraged to talk about their interests with the class in Show and Tell sessions. • Class paired reading and whole school, termly 'Teams' sessions, such as Christingle-making, art projects or outdoor learning activities, allow older children to support younger children. 	<ul style="list-style-type: none"> • Lunchtime club supports children to play with others. • We have an Autism Champion in the school to support children with Social Interaction difficulties. • We run social skills groups. • Sports teams play in local tournaments against other schools in our cluster. • All children are encouraged to join clubs held within the community. • More able children have opportunities to take part in sessions at the local secondary schools. 	<ul style="list-style-type: none"> • Children with additional needs are supported by trusted adults when working with others. • Social stories are used with some individual students. • If necessary, students are individually supported by TA's to enable their attendance at after school clubs or events.

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


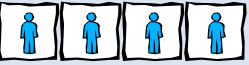

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are made accessible to all students. • Each Key Stage has wheelchair accessible classes. • Risk Assessments are completed for school activities. • There is a “Designated Safeguarding Lead” and “Child in Care” Teacher. • There is a whole school approach to bullying to ensure any incidents are dealt with quickly and consistently by all members of staff. • As a Church of England School we promote a Christian ethos throughout all aspects of the school. • There is a whole school behaviour policy that promotes a positive learning environment. • Students feel safe and in an environment where bullying is acknowledged and dealt with effectively. • All areas of the school endeavour to be an uplifting, positive and supportive learning environment. • We have a weekly achievers’ assembly where children are chosen to be rewarded for their effort and achievements. • Teachers focus on rewarding good 	<ul style="list-style-type: none"> • Lunchtime club give children the opportunity to eat their lunch away from the canteen. • Equipment used within the school is risk assessed to ensure it is appropriate for the age range. • There are 2 disabled WC facilities in the school. • Adaptations are made to the school building and equipment to support children with additional physical needs. • There are a number of adults who are team teach trained across the school. • There nurture spaces where children can go if they need a sensory break or small/ individual support . • There are named adults who are ‘PRICE’ trained in all areas of the school. • PRICE approach is evident across the school ensuring that children’s needs are met to try to avoid triggers . 	<ul style="list-style-type: none"> • Specialist equipment is provided to support children with additional physical needs. • Sensory equipment is purchased as required – head phones, chew and fiddle objects • Some children have individual PRICE plans that enable staff to look for triggers that may lead to a child being dysregulated. • We work closely with external agencies to support children with additional physical needs, these include: <ul style="list-style-type: none"> - Occupational Therapist - Physiotherapist - Child Development Centre - Physical support Advisors - Cognitive and learning team

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>behaviour to promote a positive learning environment.</p> <ul style="list-style-type: none"> • There is a clear rewards and sanctions system and our 'Rules for Life' and 'Rules for Health' are displayed around the school. 		

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • We have strong links with feeder pre-schools and Secondary Schools. • Children throughout Key Stage 2 are invited to attend events and themed days in the local secondary schools. • Staff from local secondary schools come into school to teach during themed days. • Children in years 5 and 6 are invited to local secondary schools for taster days. • Year to year, as children progress through the school we hold transition days or sessions that allow children to meet their teacher and their new classmates. • Class lists are made in consultation with all teachers. • Parents of children who are joining the school are invited to attend transition sessions. • We hold a meet the teacher event in the Autumn Term. • Visual timetables are used within classes to help children with transitions between subjects. • We ensure all pupil information is sent to new settings. 	<ul style="list-style-type: none"> • Additional transition days are offered to vulnerable children and children with additional needs. • A group of children are selected for additional Transition support sessions with a member of staff they already have a relationship with. • Passports are used to ensure the children's needs are shared with new members of staff. • Our ASD champion supports with strategies to advise staff on approaches that can support transitions • The SENDCo and Year 6 teacher meets with the Secondary school to discuss vulnerable children and Children on the record of need • Buddy or peer systems are in place for students who are particularly vulnerable at transition. 	<ul style="list-style-type: none"> • Some children will complete a booklet about their new class focusing on the things that will stay the same and the things that will be different. • The SENDCo from Secondary school are invited to attend the Year 6 Annual Reviews. • Children will have additional visits to their new school or classroom with one-to-one support. • The secondary school SENDCo is invited to attend TAC meetings before a child begins at the school. • The SENDCo attends annual EHC reviews. • Some children transferring from Nursery schools have additional transition meetings with staff and the SENCO .

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"> • SENDCo is in the process of gaining the Special Educational Needs Coordinators Qualification. • All teachers have attended training provided by the SENDCo on the Code of Practice. • All teachers and TAs have completed TIS awareness training. • All teachers have completed PRICE training sessions. • A class teacher and a TA have completed the 10 day TIS training • Some TAs and teachers are PRICE trained • All staff receive training and updates on a regular basis regarding changes, updates to special educational need. • All staff have had emotion coaching training • All staff have had Autism Awareness training. • Whole staff training from the cognitive and learning team on supporting Memory. • Family Information Service website is available for parents and staff to access guidance and advice. 	<ul style="list-style-type: none"> • According to the needs in particular classes staff attend courses as necessary. For Example dyslexia training, ASD training etc. • Our SENDCo is experienced and is up to date and aware of different interventions and possible provisions. • Outside agencies/specialists provide training to meet needs and support. • We have a trained Dyslexia Champions who receive ongoing support. • We have two trained Autism Champions who receive ongoing support. 	<ul style="list-style-type: none"> • The SENDCo is a trained TIS practitioner. • Head of School, PSA and SENDCO know how to access specialist and individualised support from agencies.

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Educational psychologists 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.	0300 123 4101 Helen Stavros
Sensory support	The sensory support team provides specialist support to meet the needs of infants, children and young people throughout the county of Cornwall who are affected temporarily or permanently by some degree of educational significant hearing loss.	01726 61004 Jane Parsons – Vision Sam Brock - Hearing
Education Welfare Service	The Education Welfare Service is aiming to reduce truancy within Cornwall through anti-truancy schemes operating in certain areas in the county. This is a joint initiative between the Council and Devon and Cornwall Constabulary. The Education Welfare Service can also offer support and help to pupils, parents, carers and schools who may be having problems with attendance.	Tracy McLennan Contact via school: 01726 64322
Social Care	The Social Care Team work together with families to ensure all children's needs are met. Consideration of children's welfare and best interests will always be at the centre of the work that is undertaken	Early Help Hub 0300 123 4101
Speech and Language	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.	01208 834488 Refer via The Early Help Hub – Caroline Shepherd
ASD Team	The Autism Spectrum Team is a service supporting young people with autism of school age. The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families.	0300 123 4101 Katie Frampton

Service/organisation	What they do in brief	Contact details
School Nurse	The School Nurse Team provides community health services to children and young people and mental health and learning disability services to people of all ages.	01208 834600 Refer via The Early Help Hub –
Early Years Inclusion Service (EYIS)	If pre-school children have significant learning, physical, emotional or social needs they may be supported by the Early Years Inclusion Service. The Early Years Inclusion Service becomes involved following a request from a pediatrician, health visitor, speech and language therapist, parent, child minder or early years setting.	0300 123 4101 / 01872 324 242 Refer via The Early Help Hub – 01872 322 277
Cognitive and Learning Team	The Cognitive and Learning Team support the needs of dyslexic children and young people in education. We support schools to ensure appropriate provision is provided for dyslexics.	Cognition and Learning team cognitionandlearning@cornwall.gov.uk
Childrens Community Therapy service	This service has specialist Physiotherapists, Occupational Therapists and Dietitians who treat children who have physical or sensory difficulties, developmental delay, under-nutrition or excessive weight gain.	01872 254531 / 0300 123 1116
Child and adolescent mental health service (CAMHS)	The service helps children and young people deal with emotional, behavioral and mental health issues.	Refer via The Early Help Hub – Education Mental Health Practitioner – Lindsay Barber
Kernow SEMH	Support for schools in managing Social, Emotional and Mental Health (SEMH) needs and the corresponding behaviours exhibited.	kernowsemhsupport@talktalk.net
Play Therapy	Provides a therapeutic play approach to helping children with emotional literacy, behavior or mental health problems.	Via school referral

12. Pupil progress:

Bishop Bronescombe have an assessment and review cycle in which all children's progress is monitored closely. They are assessed using a range of formal and standardised assessment tools as well as on the work they produce in class. These tasks are tailored to meet the needs of individuals or groups and support provided to make the tasks accessible (i.e. scribes, readers, breaks, extra time). 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. Parents are invited to attend parent consultations to discuss their child's progress and targets. Children on the record of need also have an assess, plan, do, review tracker and parents are invited to be part of the writing and review of these.

13. How we know how good our SEN provision is:

We are always monitoring and evaluating the quality of our SEN provision. We monitor our provision through Governor monitoring visits, SENDCO observations and learning walks and conversations with pupils. We also ask parents for feedback and comments during review meetings. Our SEN provision is evaluated by outcome. We ask how well did it work? We look at how much it helped pupils. We can see how well provision has worked by the progress the children have made in the area in which they were struggling through our rigorous assessment cycle.

14. If you wish to complain:

If parents believe that their child has a learning difficulty or behavioural issue at school, which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support, they should raise their concerns with the SENDCo, Rachel Moseley, a member of the Senior Leadership team. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with Mr Gynn, Headteacher, if necessary, to the Chair of Governors (Penny Hermes)

Parents may request the LA to do an assessment for an EHCP their child. The information for this can be found through the following link .
<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/education-health-and-care-needs-assessments-and-planning/requests-for-an-education-health-and-care-plan-needs-assessment/>

Answers to Frequently asked Questions

1. How does your school know if children need extra help? What should I do if I think my child may have special educational needs?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- if limited progress is being made
- if there is a change in the pupil's behaviour or progress
- If through discussion at termly pupil progress meetings there is a concern around progress.

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

The class teacher is the initial point of contact for responding to parental concerns. If you still have concerns, then contact Gail Lowe, who is the SENDCO.

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

- School is responsible for providing the curriculum in a way that enables your child to make progress and be successful.
- Your child has a responsibility to make sure that they participate and make the most of the opportunities that they have been given to make progress and be successful by having a good attitude to learning.
- You as parents are responsible in ensuring that home learning is completed and your child is supported. You have a responsibility to make sure that your child is ready to come to school prepared to make progress and be successful.

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

When a pupil has been identified as having additional needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. If a child has been identified as having an additional need, it may be necessary to complete a Progress and attainment tracker detailing the support they will receive and the targets that they will be working on. This tracker will be put together by the class teacher and shared with parents. These will be monitored by the class teacher and reviewed half termly. If appropriate specialist equipment and approaches may be given to the pupil e.g. specific interventions, writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

5. How will school staff support my child?

Each pupil's APDR tracker will be written by the class teacher referring to the 4 areas of Need. (Communication and interaction , Cognition and learning , SEMH and Sensory and Physical)

It will be written to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Maths & literacy skills etc. then the pupil may be supported in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according

to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Team, Educational Psychologist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

There is a named Designated Safeguarding Lead in the school, Mr Gynn, who is responsible for monitoring Safeguarding and Child protection procedures. She works alongside the head teacher and safeguarding team. The head teacher Mr Gynn is responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

You will be able to discuss your child's progress at Parents' Consultations. Your child's APDR tracker will be discussed and shared with you either via parents evening, a phone call or via a paper copy being sent home. At Bishop Bronescombe we have an open door policy and your child's class teacher is available if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by calling the school office or contacting her directly

7. How will you help me to support my child's learning?

The class teacher may suggest ways of how you can support your child. Your class teacher or the SENCo, Gail Lowe, may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs. If outside agencies have been involved, suggestions and recommendations will be shared with you so you can support at home.

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

Bishop Bronescombe offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: support from members of staff such as the class teacher, teaching assistants and the SENCo, who are readily available for pupils who wish to discuss issues and concerns; A trauma informed approach is used to support children in developing emotional wellbeing. We currently have three TIS practitioners .

If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Relevant staff receive epipen training delivered by the school nurse. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. There are members of staff with paediatric first aid training.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise to support a child's additional needs. Please see above for a list of the agencies we work in partnership with. Parental consent will be gained before referrals are made.

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

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with dyslexia.
- How to support pupils with sensory processing difficulties
- How to support children with Speech and Language difficulties
- Emotion coaching
- TIS approaches
- Dyslexia Champion training
- Supporting children with a hearing difficulty.
- Autism Champion training.

Gail Lowe is in the process of gaining the qualification 'National Award for Special Educational Needs Co-ordination'.

SEND training is an ongoing process and staff training sessions are arranged throughout the year according to the needs of the children within the school.

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

16. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and strive to do all we can to meet children's needs. Facilities we have at present include: ramps into school to make the building accessible to all, two toilets adapted for disabled users, wide doors in some parts of the building.

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

Many strategies are in place to ensure the pupil's transition is as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- The SENCo is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Gail Lowe will liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the secondary school SENCO, the parents/carers and, where appropriate, the pupil.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources, this will depend on an individual's needs. The additional provision may be allocated after discussion between the SENCo, class teacher, parents and children where a tracker will be completed. Resources may include deployment of staff depending on individual circumstances.

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

These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

20. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact your class teacher or the school office to arrange a meeting with the SENCo (Gail Lowe).

21. What should I do if I feel that the Local Offer is not being delivered or is not meeting your child's needs?

If you feel that the Local Offer is not being delivered or is not meeting your child's needs then in the first instance make an appointment to come and discuss the issues with the SENCo at school.

22. How is your local offer reviewed?

Our Local Offer will be reviewed annually in conjunction with staff, children and parents.

23. Who can I contact for further information?

- School
- The family information service website have a lot of useful information in regards to what is on offer countywide.
- The local authority