

## Lewannick County Primary School

### Our SEND Information report

Date: June 2021

The Duchy Academy Trust comprises Lewannick, Callington and Boyton Primary Schools. Within The Duchy Academy Trust there is a strong learning community which ensures consistency and high standards of attainment in teaching and learning across all schools. All of the schools within the Duchy Academy Trust consider education a fundamental part of your child's life and believe that we play a vital part in supporting this experience. By working collaboratively we aim to ensure that all children's life chances are enhanced, with the aim that they will become independent, thoughtful and resilient lifelong learners.

At Lewannick we aim to provide a valued education which gives each child equal opportunities to develop:

- Self-esteem, patience and understanding of our own and others needs
- A reasoned set of personal attitudes, values and beliefs and a respect for the religions and moral values of others
- The ability to work independently or as part of a team
- A lifelong love of learning through a broad curriculum, which is interactive, stimulating and fun
- Qualities of spirit, empathy and imagination and a sense of wonder

**Name of the Special Educational Needs/Disabilities Coordinator:** Mrs Joanna Morris

**Contact details:** (01566) 782262    [jmorris@lewannick.net](mailto:jmorris@lewannick.net)

## The levels of support and provision offered by our school

### 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> 
<p>The views and opinions of all pupils are valued.</p> <p>Pupil voice is represented through School Council (<i>Covid bubble restricts prohibit this at present</i>).</p> <p>Pupil voice is heard through questionnaires and surveys.</p>	<p>Children are involved in setting their own targets during Assess, Plan, Do, Review (APDR) writing meetings.</p> <p>Students with SEND are included in consultation groups.</p>	<p>Pupil's views are integral to A.P.D.R target setting meetings.</p> <p>Pupil conferencing allows pupils to voice their own perceptions regarding their learning.</p> <p>Meet and greet, as required.</p> <p>1:1 specific support.</p>

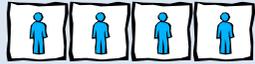
### Partnership with parents and carers.

<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> 

<p>The school works in partnership with all parents and carers.</p> <p>The parents/carers of all pupils are invited to parent consultations.</p> <p>Pupil progress reports are sent home at end of the academic year.</p> <p>All children have reading diaries that are also used for communication.</p> <p>Parents/carers are invited to class assemblies, open days, parent teacher meetings, grandparents tea party, curriculum specific afternoons and assemblies for special occasions e.g. World Book Day.</p> <p>Parent/Carers are invited to maths and literacy workshops. <i>(Covid restricts prohibit this at present).</i></p> <p>Parental support advice is available through the Parent Support Advisors accessed through Cornwall's Local Offer.</p> <p>Parents/Carers know exactly who to contact if they have any concerns.</p> <p>The school website provides information about school provision and enables parents/carers to understand what their child is learning.</p>	<p>Parents are invited to attend Assess, Plan, Do, Review meetings to set new targets for their child.</p> <p>Parents are able to contact the school about concerns at any time.</p> <p>Virtual sites such as Times Table Rock Stars are available to enable parents/carers to support their children with their homework.</p>	<p>Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</p> <p>Parent/carers' views are an integral part of TAC meetings, EHCP reviews and SEND reviews.</p> <p>Meetings with Head teacher/ SENDCO/ Teachers.</p> <p>Parents are supported in liaising with outside agencies:-</p> <p>Family support.  Educational Psychologists.  ASD Team.  School Nurse.  Teacher for the deaf.  Occupational Therapist.  Speech and Language Therapist.  Cognition and Learning Team.  SEN Services.</p>
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<p>Parents/carers are encouraged to contribute to EYFS learning journeys throughout the year.</p>		
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## 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> 
<p>The curriculum is designed to ensure the inclusion of all pupils.</p> <p>The curriculum is delivered through a rolling programme to ensure coverage in mixed-age classes.</p> <p>All pupils, regardless of their ability and/or additional needs have full access to the curriculum.</p> <p>The curriculum is taught through topics that take into account the intent, implementation and impact of how it is delivered in order to achieve the global aims of the National Curriculum.</p> <p>There is a standardised approach to teaching</p>	<p>Clear intervention sessions are planned and delivered based on the specific needs of children in the class using teacher assessment and the data provided by the termly Cornerstone assessment tests.</p> <p>The progress of pupils taking part in intervention groups is measured on a regular basis.</p> <p>Intervention programmes are adapted in light of pupil progress every half term.</p> <p>Speech and language support for those in Foundation Stage and KS1 with a focus on phonics.</p> <p>Additional daily reading.</p>	<p>1:1 RWI intervention.</p> <p>Personalised curriculum</p> <p>1.1 learning support</p> <p>Verbal feedback between parents and school at the start and end of each day.</p> <p>1:1 Speech and language support delivered by a teaching assistant in conjunction with a plan by the Speech and Language Therapist.</p> <ul style="list-style-type: none"> <li>• Educational Psychologist.</li> <li>• Cognition and Learning Team support.</li> <li>• ASDAT team</li> <li>• Occupational Therapist.</li> <li>• Teacher for the deaf.</li> </ul>

reading, writing and spelling across the Duchy Academy Trust.	Precision Teaching programs targeting specific learning gaps for individual children.	
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## 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> 
<p>The whole school plans teaching and learning provision based on individual children's needs.</p> <p>Lessons are carefully differentiated to ensure all children make appropriate progress at their level.</p> <p>Teaching and learning is planned to meet the needs of the different learning styles of the children.</p> <p>Differentiated learning questions are displayed and discussed with the children for each lesson.</p> <p>Children know how to meet their learning question by following clear, differentiated success criteria.</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision.</p> <p>TAs support the teacher in leading identified groups, to ensure all pupils make progress.</p> <p>Individuals targeted questioning.</p> <p>Time and support given before responses are required.</p> <p>Special test arrangements for Year 6 SATs (readers, scribes etc.)</p> <p>Guided writing and guided reading activities lead and modelled by teachers and TAs to</p>	<p>Personalised and highly differentiated work is provided enabling independent learning.</p> <p>One-to-one support can be facilitated, if needed, for students who require more intensive support, e.g. for those with physical disabilities, sensory processing difficulties, speech and language difficulties, autism, severe literary/numeracy difficulties eg dyslexia/dyscalculia etc and is provided at an appropriate level for their needs.</p> <p>Home/School communication book used.</p> <p>Coloured over lays, coloured exercised books, working mats, clear visuals/ images to accompany written text, extra time to complete tests, test reader or scribe, sensory fiddle toys, wobble cushions and</p>

<p>Pupils' work is marked regularly so they know how to improve their work. A dialogue between teacher and pupil is evident in marking.</p> <p>Easy access to a range of teaching resources including concrete manipulatives for maths and science, working mats and spelling / phonic charts.</p> <p>High expectations are explicit throughout the school.</p> <p>Literacy and Numeracy are supported by pupil friendly learning walls.</p> <p>A variety of technology is available to support teaching and learning.</p> <p>All classes well supported by teaching assistants for both academic and emotional needs.</p> <p>Teaching assistants model and explain effectively to enhance the children's learning.</p> <p>Opportunities for self-assessment and peer assessment linked to learning objectives and next steps.</p>	<p>target specific needs.</p> <p>Weekly intervention group for pupils with dyslexia to target working memory support and practical application of techniques to use in class to help remove barriers to learning.</p> <p>Weekly intervention group to support fine motor skills and handwriting.</p>	<p>sensory breaks.</p> <p>Easy access to talking tins and audio recording equipment, Chromebooks for dictating and typing work, social stories.</p> <p>Access to touch typing programmes for alternative writing support.</p> <p>Precision Teaching for any of the following: high frequency words, number bonds, times tables, phonics, specific spellings, 'red words' etc.</p> <p>Toe by Toe 1:1 intervention to develop phonic and reading skills.</p>
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## 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> 
<p>From entering the school, children are encouraged to attempt age appropriate tasks for themselves eg Reception Class –changing for outdoors, changing for PE, using the toilet, getting their tuck, eating their lunch. The level of independence is developed throughout the school with pupils being encouraged to take responsibility for their own belongings, their behaviours, their attitude towards their learning, their friendships and how to deal with conflict etc. All of this is done in a gradual, age appropriate way with support for the adults in the school.</p> <p>Children are taught to be independent in their learning. This is through the use of working walls, classroom resources, working with peers, taught techniques such as editing written work so that they know how to perform this function for themselves.</p> <p>Children are encouraged to think for themselves when they find their learning activities challenging.</p>	<p>Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</p> <p>Visual prompts and check lists to remind certain children of the processes they need to follow in order to successfully complete a task.</p> <p>Now, Next and Then boards to show progressions of a task or work throughout a given time period.</p> <p>Regular independent work on a daily basis eg Teach My Monster To Read, BBC Dancemat, look, cover, write, check for spellings etc.</p>	<p>Spot timers to support individuals with transition times and curriculum tasks.</p> <p>Social stories to support children with specific aspects of their school day.</p> <p>You are a Social Detective 1:1 intervention to support social development.</p> <p>Boundary spots to support individuals with health and safety.</p> <p>Individual visual timetables.</p> <p>Now and next boards.</p> <p>Writing choice cards / Lend a Hand cards / Time Out cards.</p> <p>Safe spaces for individuals to use when they recognise the need for a break.</p> <p>5 Point Scale charts to help children identify their emotions and how they can be best supported with them.</p>

<p>A range of resources are available and clearly labelled for children to learn to select as appropriate in all classrooms.</p> <p>Technology is available to aid independence.</p>		<p>Access to noise cancelling headphones (ear defenders), weighted collars and table screens to aid with sensory processing difficulties.</p>
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## 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> 
<p>PHSE lessons include all students and are taught through a range of formats, including Circle Time and critical thinking sessions.</p> <p>Risk assessments are carried out regularly.</p> <p>Healthy Schools+ Status</p> <p>A wide variety of extra-curricular clubs.</p> <p>Displays around the school to celebrate children's achievements and their participation in school life.</p> <p>Weekly paired reading sessions for Fox Cubs</p>	<p>Pupils have personalised equipment to help them to learn such as overlays and timers.</p> <p>Lego Therapy group sessions to promote and develop social and organisational skills (to start January 2019).</p> <p>Intimate Care Plans where needed for those children in Fox Cubs / Fox class – approved by parents / careers.</p>	<p>TACs, Early Support meetings and reviews are supported by a range of agencies including the Educational Psychologist.</p> <p>Visual Cues/individualised emotional support</p> <p>Assess, Plan, Do, Reviews.</p> <p>Individual Health Care Plans – agreed with reference to a medical professions leg the Diabetes Nurse.</p> <p>Intimate Care Plan written in conjunction with parents / careers.</p>

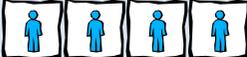
<p>and Fox class with Kestrel pupils. (<i>Covid restricts prohibit this at present</i>).</p> <p>Weekly whole-school Award Assembly (Star of the Week) to promote good behaviour and reward achievement.</p> <p>A whole school house point system to reward and promote good behaviour and attitudes to learning.</p> <p>Whole school values and ethos review day.</p>		<p>Education Health Care Plan (EHCP).</p> <p>Writing choice cards / Lend a Hand cards / Time Out cards.</p> <p>Safe spaces for individuals to use when they recognise the need for a break.</p> <p>5 Point Scale charts to help children identify their emotions and how they can be best supported with them.</p> <p>Access to noise cancelling headphones (ear defenders), weighted collars and table screens to aid with sensory processing difficulties.</p> <p>Additional support can be requested through:</p> <ul style="list-style-type: none"> <li>• Children &amp; Adolescent Mental Health Services (CAMHS)</li> <li>• Educational Psychologist.</li> <li>• Social Care.</li> <li>• Family Support Services.</li> <li>• Bereavement Services (as required)</li> <li>• Behaviour Support Services (as required)</li> <li>• Autism Spectrum Disorder Assessment Team (ASDAT).</li> </ul>
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## 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> 
<p>All pupils have opportunities for social interaction, regardless of need.</p> <p>Regular paired and group work within lessons. This will include the children working with a range of students within the class and not just the same group or partner.</p> <p>Children are actively encouraged to mix across classes when on the playground during break and lunch time. <i>(Covid restricts prohibit this at present).</i></p> <p>All pupils are invited on trips/have regular visitors, at least termly. <i>(Covid restricts prohibit this at present).</i></p> <p>All pupils are invited on the school residential trips.</p> <p>All children have opportunity to attend whole school events, e.g. 'school fairs, discos'. <i>(Covid restricts prohibit this at present).</i></p> <p>Sports fixtures and festivals attended by all</p>	<p>Lego Therapy group sessions to promote and develop social and organisational skills.</p> <p>1:1 reading to a visiting adult.</p> <p>Buddy system for break-times to ensure that those who may struggle with social interaction have trusted peers to play with and equipment to use eg, Lego or PE equipment.</p>	<p>Specific speech and language support.</p> <p>Support from the Autism Champion (SENCo).</p> <p>Social Stories.</p> <p>Comic strip scenarios.</p> <p>You are a Social Detective 1:1 intervention to develop social skills.</p> <p>Draw and Talk 1:1 sessions.</p>

<p>pupils.</p> <p>Shared experiences with other pupils from the academy trust eg Year 6 France trip, using the kitchens at Callington Primary. <i>(Covid restricts prohibit this at present).</i></p> <p>PSHE curriculum is a spiral curriculum that includes teaching the children social and interactive skills. These skills are developed and built on year by year in age appropriate ways. All pupils participate in these weekly lessons.</p>		
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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> 
<p>All internal areas of the school are accessible to everyone, including those students with SEND. Most external areas are accessible to everyone. Some external areas are only accessible with adult support (this is under review to improve external accessibility for all).</p> <p>Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p>	<p>Some toilets and sinks adapted by height.</p> <p>Different sized chairs/tables available.</p> <p>There are named adults who are Team Teach trained.</p>	<p>Disabled shower and toilet facility.</p> <p>iPads adapted for specific needs.</p> <p>Specialised resources for individual pupils, e.g. cutlery, wobble cushion, fiddle toys.</p> <p>Sound Field System in place for those pupils with a hearing impairment.</p>

<p>There are named child protection officers.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment.</p> <p>Whole school House Points reward system on display in classrooms to celebrate good behaviour/achievements.</p> <p>Children have access to whiteboards, digital cameras, iPads and Chromebooks.</p> <p>Displays in the classroom assist learning and encourage interaction.</p>		<p>Individual learning stations.</p> <p>Access to noise cancelling headphones (ear defenders), weighted collars and table screens to aid with sensory processing difficulties.</p>
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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> 
<p>Meetings are held between the present and the next class teacher.</p> <p>Pupil Progress meetings held to identify specific areas of need.</p>	<p>Visual cues/photographs/individual internal visits to promote positive transition.</p> <p>Pupils identified as possibly struggling with transition have many additional visits in small groups.</p>	<p>Enhanced transition to Secondary School is arranged by the school to ensure a smooth transition.</p> <p>The discussion about transition to secondary school is begun early through</p>

<p>Transition mornings with new class.</p> <p>Good liaison with secondary schools</p> <p>Secondary taster days (<i>Covid restricts prohibit this at present, it is currently being done remotely</i>).</p> <p>Home/school visits for pre-school/reception children.</p> <p>Transition programme for new reception children.</p> <p>Every child is discussed during planned transition meetings between the current class teacher and the new class teacher.</p>		<p>the TAC and Annual Review process.</p> <p>Liaising with secondary SENDCo or SENDCo from the previous school.</p> <p>Pupils to create a transition book / poster / video with adult support identifying key aspects of the transition.</p> <p>One page Pupil Profiles.</p> <p>Individual Transition Handover sheet.</p>
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## 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> 
<p>All teaching staff have attended the following training:</p> <p>Recognising and Supporting Mental Health Needs.</p> <p>Inclusion – Establishing a Shared Understanding for Lewannick Primary School.</p> <p>SEN: Specific Learning Difficulty – Dyslexia</p> <p>Supporting Pupils with Emerging Language.</p> <p>Supporting Pupils with Speech and Language Needs.</p>	<p>2 members of staff have attended Draw and Talk training.</p>	<p>SENDCo has completed the following training in addition to those in the previous 2 columns:</p> <ul style="list-style-type: none"> <li>• National SENDCo Award</li> <li>• Autism Champions.</li> <li>• Recognising and Removing Barriers to Understanding in Maths.</li> </ul> <p>The SENDCo also attends and participates in the East Cornwall SENDCo cluster meetings.</p>

## Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychologist	The Educational Psychologist supports our school in understanding areas of SEND and works alongside the school in helping to support children in need.	Referrals can only be made through school, however there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
Speech and language therapist	The Speech and Language Therapist works alongside our school to support children with any speech and language needs.	Via school, GP or The Early Help Hub (see link below) <a href="https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/early-help/parents/">https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/early-help/parents/</a>
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Via school, GP or The Early Help Hub Further information: <a href="https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/early-help/parents/">https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/early-help/parents/</a> <a href="https://www.cornwallft.nhs.uk/services/childrens-services/camhs/">https://www.cornwallft.nhs.uk/services/childrens-services/camhs/</a>
Teacher of the Deaf	Support pupils with hearing impairment.	Via school or GP
Occupational Health	Support pupils in developing a suitable physical environment	Via school or GP
Occupational Therapy	Occupational therapy can help pupils with practical tasks if they: are physically disabled, are recovering from an illness or operation, have learning disabilities, have mental health needs.	Via school or GP
Cognition and Learning Team	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs.	Via school or The Early Help Hub (see link below) <a href="https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/early-help/parents/">https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/early-help/parents/</a>

	The service works with learners with Specific Learning Difficulties (SpLD – including dyslexia) and Moderate (or general) Learning Difficulties	
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### **1. Pupil progress**

Any child with Special Educational Needs/Disabilities has an Assess, Plan, Do, Review plan (APDR) which has clear and specific targets to support the child based on their area of need. These targets are reviewed once a term in a meeting with the teacher, the child and parents. Pupil and parent views are integral in setting new targets and the APDR is created taking into account everyone's views. Children work on towards their APDR targets in their classroom as they form the basis of their target ladder for either literacy or numeracy. Data is collected half termly by the teacher and the progress of SEND children is closely tracked and monitored by the SENDco. Children who appear not to be making the correct amount of progress are quickly identified and interventions are put in place. The impact of these interventions are also tracked to ensure pupils are making good or accelerated progress.

### **2. How we know how good our SEND provision is.**

At the beginning of the year the SENDco completes a SEND self-evaluation form to evaluate the current SEND provision in the school. This then gives a good indication of how the school is currently meeting the needs of SEND pupils. The SENDco monitors the SEND provision by completing a range of monitoring activities such as SEND learning walks, pupil questionnaires, work scrutiny (which includes SEND children's work) monitoring any 1:1 planning and monitoring the learning environment around the school to ensure it is fully inclusive for all children. The IEP writing process is also reviewed each term to see whether children are making progress to their targets and the percentage of parents who are involved in the process.

### **3. If you wish to complain.**

#### **General Principles:**

- This procedure is intended to allow you to raise a concern or complaint relating to the SEND provision in our school.
- An anonymous concern or complaint will not be investigated under this procedure, unless there are exceptional circumstances.
- To enable a proper investigation, concerns or complaints should be brought to the attention of the school as soon as possible. In general, any matter raised more than 3 months after the event, being complained of, will not be considered.

#### **1) Informal Stage**

It is normally appropriate to communicate directly with the SENDco. This may be by letter, by telephone, by email or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most complaints will be resolved by this informal stage.

In the case of serious concerns it may be appropriate to address them directly to the Headteacher.

## **2) Formal Stage**

If your concern or complaint is not resolved at the informal stage you may choose to put the complaint in writing and pass it to the Headteacher, who will be responsible for ensuring that it is investigated appropriately. If the complaint is about the Headteacher, your complaint should be passed to the Clerk to the governing body, for the attention of the Chair of the governing body. A Complaint form is found on the school website to assist you.

You should include details which might assist the investigation, such as names of potential witnesses, dates and times of events, and copies of relevant documents. It is very important that you include a clear statement of the actions that you would like the school to take to resolve your concern. Without this, it is much more difficult to proceed.

Please pass the completed form, in a sealed envelope to the school office. The Headteacher (or Chair) may invite you to a meeting to clarify your concerns and to explore the possibility of an informal resolution.

If you accept that invitation, you may be accompanied by a friend, if you wish, to assist you in explaining the nature of your concerns.

It is possible that your complaint will be resolved through a meeting with the Headteacher (or Chair). If not, arrangements will be made for the matter to be fully investigated, using the appropriate procedure. In any case you should learn in writing, usually within 5 days of the school receiving your formal complaint, of how the school intends to proceed. This notification should include an indication of the anticipated timescale.

Any investigation will begin as soon as possible and when it has been concluded, you will be informed in writing of its conclusion.

If you are not satisfied with the manner in which the process has been followed, you may request that the governing body reviews the process followed by the school, in handling the complaint. Any such request must be made in writing to the Clerk to the governing body, within 10 school days of receiving notice of the outcome, and include a statement specifying any perceived failures to follow the procedure

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

## Answers to Frequently asked Questions

### **1 How do people in school know if a pupil needs extra help?**

The school regularly assesses children and discuss whether a child would benefit from extra help. Through the use of differentiated learning objectives, teachers closely monitor the progress of all children and concerns are then raised if a child is not making expected progress.

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

If you have any concerns about the progress of your child, you are encouraged to firstly speak to the class teacher and then make an appointment with Lewannick County Primary School SENDCo (Joanna Morris) or The Duchy Academy Trust SENDCo (Hannah Johnston) to discuss your concerns.

### **3. How is the curriculum matched to my child's needs?**

Teachers plan differentiated lessons, which cater for the needs of all children in the class. The class teacher takes into account the level of all the children in the class and then makes sure each lesson has level appropriate learning objectives for all children.

### **4. How do school staff support families?**

All staff in the school make sure they are available to discuss any worries or concerns parents may have. The SENDCo is also available to chat if any extra special needs information is needed.

### **5. How will I, and my child, know how well they are doing?**

Any child on the special needs register will have an Assess, Plan, Do, Review (APDR) in place which is reviewed once a term. Parents and carers are invited along to this meeting to review the progress towards their old APDR targets and set new targets for that term. Parents are also invited to parent consultations once a term to discuss their child's progress.

### **6. How is my child included in activities outside the classroom including school trips?**

All children are fully included in all activities, including school visits, and any reasonable adjustments will be made to ensure there is no discrimination.

### **7. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?**

The staff within the school carefully plan the transition from one year to the next and from Key Stage One to Key Stage 2. We work closely with all the secondary schools to ensure smooth transition to Key Stage 3. Provision might include additional supported visits to classroom/school and a Transition Book.

### **8. How are the school's resources allocated and matched to pupils' special educational needs?**

The school budget, received from Cornwall Local Authority, includes money for supporting children with SEND. The SENDCo/ Executive Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.

The SENCO/Headteacher discusses all the information they have about SEN in the school, including:

- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected, and decide what resources, training and support are needed
- All resources, training and support are reviewed regularly and changes made as needed.

### **9. Who can I contact for further information?**

The Early Help Hub, which forms part of the Cornwall Childrens Trust, have guidance, information and some referral forms for parents to access regarding some services available in Cornwall. <https://www.cornwall.gov.uk/earlyhelp>

<https://www.cornwall.gov.uk/media/32846793/helping-your-child-feel-ok-about-school.pdf>