



Nansloe Academy

SEND Information Report September 2025

Nansloe Academy has proudly been part of the Aspire Multi Academy Trust since July 1st, 2021. We are a single-form entry primary school with level access throughout the site, ensuring accessibility for all. We have experience supporting pupils, staff, and volunteers who use wheelchairs, and we continue to adapt our environment to meet a wide range of physical needs.

Over recent years, we have welcomed several pupils with Severe and Complex Needs. Currently, four children have an Education, Health and Care (EHC) Plan, with several applications ongoing for additional pupils. Alongside this, we support children with a variety of needs including dyslexia, difficulties in Literacy and Numeracy, Autism (diagnosed, awaiting assessment, or presenting traits), and hearing loss.

To further support our pupils, we have a Speech and Language Teaching Assistant who works closely with a visiting Speech and Language Therapist, who attends school twice per term. This collaborative approach allows us to provide consistent and targeted support for children with speech, language and communication needs.

Our commitment to emotional wellbeing is reflected in our Trauma-Informed Schools approach, delivered by a trained teacher and two teaching assistants who work with individuals, groups, and across the school.

Our SENDCo leads a proactive, multi-agency approach, actively engaging with external professionals and taking on the Lead Professional role within the CAF/TAC process when appropriate. We value collaborative working and strive to ensure every child receives the support they need.

We also recognise the unique needs of our Service Family pupils. As part of our support, we attend multi-agency meetings at Culdrose Community Centre and participate in the MKC Heroes programme—a dedicated initiative for military children. A portion of teacher time is allocated to coordinating this valuable work.

Nansloe Academy is committed to promoting Equality and Diversity. We seek guidance and support where needed to inform our planning and ensure our Single Equality Scheme reflects the needs of our whole school community.

Date: September 2025

Responsible person

The Special Educational Needs and Disability Co-ordinator is Mrs Kerstyn Richards, and she can be contacted using the details below.

Telephone: 01326 572966 Email: hello@nansloe.org.uk

The Aspire Inclusion Lead is Iona Stoddard and she can be contacted via email: ionastoddard@iaspire.net

The SEN information report and local offer links to our policies on:

- SEND Policy – <http://www.aspireacademytrust.org/senpolicy>
- Equality and Diversity Policy - [Equality-and-Diversity-Policy-v2-ratified-Oct-20.pdf](#)
- Accessibility Plan - [Accessibility plan 2024.pdf](#)

The levels of support and provision offered by our school

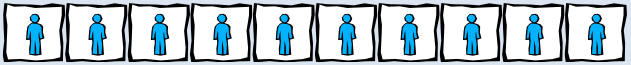
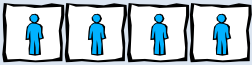
1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support, and provision 
• We work closely with parents and carers to discuss any concerns that their child has. • Each term there are opportunities for parents and their child/children to talk to their child's class teachers at parent's evenings. • Planning reflects pupil's ability and interests. • The views and opinions of all students are valued. • Student voice is represented in all aspects of the school. • Student voice is heard through: - questionnaires - School Council - pupil conferencing - pupil response to marking • PSHE lessons and circle times are used for children to discuss worries and	• SEN pupils are included in all consultation groups. • Additional provision is developed considering student voice. • Nansloe runs a variety of after school clubs that children can plan and influence. • Vulnerable children have access to the small group time at lunch time, where they can discuss any problems or needs with staff. • Pupils with SEND contribute their feedback, views and ideas e.g. at termly IPM meetings. • Targets are agreed termly to support and challenge pupils with special educational needs and/or disabilities.	• Individual support is responsive to the needs and views of the pupil. • Pupils are at the centre of SEN Reviews and TAC meetings. Nansloe fully engages with the CAF/TAC process. • We encourage pupils to attend meetings where their needs are discussed, including SEN review meetings, Education Health Care Plan review meetings, Personal Education Plan meetings. • School staff use visuals to communicate with non-verbal/ pupils with little speech such as Widgit symbols. • School staff use recommended approaches to listen and respond to children e.g. Intensive Interaction

concerns. • Each class implements a 'I wish my teacher knew' system. • Each class has clear visual displays with photographs of staff members that can support children should they have any worries or concerns. • Assemblies feature "talk time" which is an opportunity to discuss issues together. • EYFS staff plan 'in the moment' during self initiated play by joining children and supporting them in their learning and development.	• Pupils play a key role in setting their learning targets through individual discussions with their class teacher. This information is recorded on their Individual Provision Map (IPM). • Pupils also involved in reviewing their progress towards targets.	• We operate a 'Worry Box' and an 'I wish my teacher knew' system where children can share their concerns and adults can follow these up with any necessary actions. • Learning mentor can meet with individuals to follow up any specific worries or concerns 1:1. • One to one counselling through play therapy is provided for children in need along with TIS support and 1:1 and small group outdoor learning sessions. • We are able to work in conjunction with outside agencies such as the Early Intervention and Inclusion Team Dreadnought, Bishops Forum and Rustikated for individual children where necessary. • Our Military Welfare Officer supports individual children as needed.
--	--	---

2. Partnership with parents and carers

Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and
-------------------------	--	--

The universal offer to all children and YP 		provision 
• The school works in close partnership with parents and carers. • Parents and carers are invited to attend parents meetings in the Autumn and Summer Terms. • We have an 'Open Door' policy where parents are welcomed and encouraged into the school. • Nansloe has a monthly newsletter to keep parents informed of school news and new initiatives. • School staff liaise with parents and carers to discuss any concerns that they have about their child at the earliest opportunity. • Termly information about class topics is shared through medium term planning grids on the school website. • Parent volunteers are welcome into the school to hear readers or support in class, in accordance with our policy. • We offer before school provision through our breakfast club, and after	• Families are invited to attend information sessions which provide information on supporting their children at home. • The SENDCo is available to meet with families as required. • We signpost learning opportunities for adults and families • We invite parents and carers of pupils with SEND to termly review meetings to discuss their child's learning and development needs. • Parent targets are recorded on their child's IPM. • School staff and pupil's parents complete the Neurodevelopmental Profiling Tool to identify what support a child or young person may need at home and at school.	• Parents and carers are encouraged to attend EHCP reviews, SEN reviews and TAC meetings – where their views form an integral part of the meeting. • Parents are invited in to hear feedback from professionals eg Educational Psychologist. • All documentation is presented in a parent friendly format. • Those parents with specialised needs are supported by trained members of staff, e.g. our Autism Champion, Dyslexia Champion. We support parents with access to training courses aimed at them and attempt to encourage parents with similar interests to attend these courses together. • Parents of children with SEN are invited in to meet with the SENDCo as appropriate, and she is available to meet at their request. Parents are kept informed of targeted work being undertaken with their children. • We arrange meetings between parents and professionals that are

school provision. These are all managed by the school rather than outside providers. • All parents are invited to regular autism forums that are run by the Cornwall ASD team alongside the area SENDCo and school SENDCo. • Information on parenting workshops and specific courses is sent out regularly via email. • Representatives from the Early Help Hub are present during parent meetings to offer parenting support and advice. • Parents and carers are sent an annual report about their child's progress and attainment over the year in the summer term. Parents and carers are encouraged to make an appointment to see their child's class teacher in the summer term after they have received their child's report and would like to discuss it. • School staff post regular updates on social media about pupil's learning and achievements.		working with their child including Educational Psychologists, Autism Spectrum Team Advisors, Speech and Language Therapists. • With parental consent, staff make referrals to the Early Help Hub to provide support for children and their families.
---	--	---

3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The curriculum is designed to ensure the inclusion of all pupils. • Termly tracking and pupil progress meetings identify pupils who need specific support or interventions. • Assessments are used to identify students who need specific interventions. • We ensure a broad and balanced curriculum, with a whole school focus on the development of learning skills and habits – our Nansloe Learning Powers together with our teaching and learning principles. • All pupils have full access to educational visits and extra-curricular activities. • All children have access to resources to support their learning and teacher use high quality teaching as the first step in supporting all pupils to make progress • Additional assessments (e.g. Dyslexia	• Intervention packages are bespoke, and needs led. • When we identify a child or group of children with additional needs in an area of learning we provide additional support. • Interventions may be small group teacher-led or teaching assistant-led. These are planned by class teachers and/or subject leaders. • Interventions are monitored and following review, are adapted as appropriate. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress and to take advantage of staff areas of specialism eg dyslexia. • Small group intervention includes: - literacy – reading, phonics, comprehension, spelling,	• Students with additional needs and/or disabilities can access the curriculum with adult support as appropriate e.g., through hearing loop or digital technology. • Careful differentiation includes the use of multi-sensory, outdoor learning, kinaesthetic and practical activities for pupils with individual needs. • There is a focus on enabling the child to access learning e.g., through the provision of sensory breaks, chunking of work and additional visual resources etc. • Learning is adapted where necessary to meet the needs of the individual learner. • We respond to the individual learning needs and physical needs of pupils to ensure everyone can access all areas of the curriculum. • Teachers plan additional adaptations to the curriculum before teaching lessons.

Screening Test are used to identify pupils that need additional and different provision.	writing - handwriting - numeracy - speech and language - social skills - sensory - Fine and gross motor skills - Outdoor learning sessions for small groups and on a 1:1 basis - TIS support	• For some children, this may involve some one-to-one support including scaffolding tasks to enable pupils to become more independent or accessing a bespoke • timetable to support their individual needs. • In exceptional circumstance pupils can be disapplied from some assessments. • Some pupils may need to access support for their social, emotional and mental health needs before they are ready to access learning in the classroom.
---	--	--

4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• We adopt an evidence-based approach to teaching and learning. • Reading (specifically phonics), Writing	• Class teachers and the SENDCo work closely to identify and understand pupils' differences including their different levels of prior knowledge and potential barriers to learning.	• 1:1 support is in place for some pupils with long term, severe and complex special educational needs who need a bespoke provision.

(specifically punctuation and grammar) and Maths skills (particularly number facts and times tables) are a school priority. Subject leaders attend relevant training and disseminate information to teachers about this. • Progress of pupils is monitored and recorded using: ➢ Insight ➢ learning walks ➢ class observations ➢ book scrutiny ➢ reviewing the impact of interventions ➢ analysis of assessment data ➢ feedback from parents and pupils. • The progress of individuals and groups of pupils is discussed at termly Pupil Progress meetings with class teachers and senior leaders. This information informs subsequent teacher planning and provision for pupils. • Lessons have clear objectives that are shared and discussed with pupils. These relate to the learning as well as the essential learning habits we wish to develop. • VAK range of teaching and learning styles. • In-class adaption of work and/or outcomes for activities.	Class teacher provide targeted support through adapting teaching in a responsive way. • Class teachers use adaptive teaching to provide targeted support to individual pupils. They anticipate barriers and plan how to address these. Staff use assessment information to inform subsequent planning and make in- the moment adaptations. • Staff scaffolded tasks to support pupils with SEND to make good academic progress and enable independent learning. • Staff attend training to improve subject knowledge and expertise to help to support pupils effectively. • The SENDCo liaises with class teacher and teaching assistants to implement and develop the SEN provision for pupils on the SEN Record Of Need. • Alternative methods of recording are used to support pupils needs. • Special examination arrangements are put in place for internal and external assessments where	• Braille Software and assistive technology, access to VI library service where necessary. • Controlled acoustic environment where needed, wave sound system. • Pencil Grips. • Speech and Language Support. • Targeted phonic intervention. • TIS • Sensory groups, provision of appropriate resources e.g., Posture Cushions and sensory resources. • Now and Next boards, visual timetables widgets, spot timers and sequencing strips used where necessary. • Specific individualised reward charts. • Timeout Space/sensory tents/ sensory room. • Fidget Toys. • Adapted spellings/homework. • 1:1 scaffolding during taught sessions where necessary.
---	---	--

• Work is regularly marked in accordance with the school's marking policy, strengths and next steps are identified. • Non-written tasks: recording, typing, photographs, drawing, Teacher/TA scribing where necessary and appropriate. • Pupils receive feedback on their assessments and progress. • Working/learning walls and displays. • Access to learning support materials – word lists/mats, number lines, 100 squares, iPad, dictionaries etc. • Use of concrete manipulatives in numeracy. • Visuals such as timetables, widgits, traffic lights and task boards are used consistently by staff. • Whole school behaviour systems in place and weekly celebration assemblies. • Use of Nansloe's teaching and learning principles, e.g. auditory and visual stop signals (Signal, Pause, Insist and use of 1,2,3 transition signals.)	appropriate e.g. readers, scribes, additional time. • Comprehension Groups • TIS • Speech and Language assessments and intervention by a qualified speech & language therapist. • Wellcomm assessments and interventions • Phonics Groups / Fresh Start • Sensory breaks offered as necessary • Counselling services / play therapy • Visual supports such as timetables, spot timers, traffic lights and now and next boards, widgits and visual timetables • Sensory items available as necessary • Individual provision maps	• Coloured overlays • 1:1 reading. • 1:1 Writing Support. • Support from outside agencies (Behaviour Support, Early Intervention & Inclusion Team, Speech and Language, CAMHS, ASD Team, Educational Psychologist, and play therapist.) • Dyslexia friendly resources. • Dual language resources. • Use of task frames.
---	---	---

- House teams - Individual rewards and praise – positive reinforcements. - Teachers and TAs receive regular and up to date training. - The Senior Leadership Team carry out regular learning walks and classroom monitoring visits to ensure high quality teaching and learning is taking place. - Children are taught how to be good learners and there is a whole schools focus on The Nansloe Learning Powers – Readiness, Responsibility, Resourcefulness, Resilience, Relationships and Reflectiveness.)		
---	--	--

5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All children are encouraged to become independent and resourceful learners. School staff model self-help skills in the school environment.	Where teaching assistants are in the classroom, they facilitate independence.	Specialist advisors come into school to support children with complex needs to gain self-help and life skills.

• Visuals are used to support whole class routines. • Class resources are labelled and accessible to all. Children are encouraged to access these independently in lessons. • Children are assigned roles in their class/ the wider school to encourage citizenship and independence. • All pupils have access to a range of educational and residential trips. • We offer a wide range of after school clubs for different ages and interests including football, art, rounders, gardening, film, forest school, mindfulness, board games and computing. • Students are encouraged to be independent. • Students have access to literacy and numeracy resources to support them in lessons. • Students are encouraged and rewarded to take responsibility for their	• Students have personalised equipment to help them to learn, such as talking tins, overlays, pencil grips and timers. • Dyslexia friendly resources are available in every classroom as appropriate to age and stage. • Students in need of support with social and self-help skills can access support through interventions such as TIS • Trauma Informed Schools Approach. • Teachers scaffold tasks that pupils can access independently based on their knowledge of the children and their needs. • Alternative methods of recording pupils work including Chromebooks and voice to text headphones where necessary.	• Trauma Informed Schools Approach. • Task frames, visual timetables, widgets, traffic lights, sequencing strips, now and next boards and spot timers used where necessary. • School staff encourage all pupils to be as independent as possible when working. Where children find this difficult, staff check in regularly with pupils. • School staff use visual, verbal and written scaffolding to help to develop pupil's independent working skills. • Visuals are used to support pupil's working memory/ executive functioning skills. • Pupils use visuals to signal that they need help.
---	---	--

belongings. • Our Learning Powers promote self-help and independence (Be Ready, Be Resourceful, Be Resilient, Take Responsibility, Build Relationships and Always Reflect.) • School Council. • Weekly Learning assemblies that focus on our Learning Powers and other key self-help and independence goals e.g., emotional regulation and brain chemicals. • Whole school TIS approach to social and emotional development.		
--	--	--

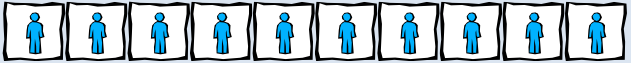
6. Health, wellbeing, and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Our Learning Powers approach which includes whole school assemblies. • PSHE lessons include all students.	• If appropriate intervention groups to help self-esteem issues are available. • Bereavement counselling can be sought upon request.	• TACs, Early Support meetings and EHCP reviews are supported by a range of agencies. • Pupils social, emotional and mental

• Pupils have access to a school nurse on a referral basis. • Risk assessments, behaviour plans and safety policies are in place to ensure all children are safe within the school and whilst on trips. • Resilience is promoted through competitive sports events available to all and through opportunities to debate issues and maintain a point of view under challenge. • We offer the Universal Free School Meals to all Key Stage One children and encourage children in Key Stage 2 towards healthy eating. • We offer fruit to all pupils every day and milk is available for all children at lunchtime. • We offer the Worry Box system and "I wish my teacher knew" for children to share their anxieties and will seek to obtain support should this be indicated. • People who can help me are displayed in every classroom. • Recognition boards in every classroom • Open door policy for parents • Three of the Senior Leadership Team are	• Where a child has a particular health issue, we will endeavour to share relevant information and to discuss that child's needs with classmates to allay feelings of anxiety or confusion, e.g., where a child has an ongoing medical condition such as diabetes. • There are strong transition systems in place to reduce anxiety when moving classes or school settings. • TIS/ counselling/ pastoral support / play therapy is available as needed. • Positive behaviour plans are developed in conjunction with children and parents where necessary. • Pupils can access lunch club to support their social, emotional and mental health and or/ social interaction needs at lunchtimes. This is run by our TIS trained practitioners. • Small group and 1:1 outdoor learning sessions led by our qualified Forest School Leader.	health needs are assessed using the Boxall Profile. • Pupils receive specialist, individualised support from Emotional First Aid/ Trauma Informed School trained practitioners based on observations, feedback from professionals and/or the results of Boxall Profile Assessments. • Opportunities through school or family referrals to outside agencies to support individual pupils and their families including: ➢ Child and Adolescent Mental Health Service (CAMHS) ➢ Mental Health Support Team ➢ Educational Psychology Service ➢ Penhaligon's Friends ➢ School Nursing team ➢ For more information and contact details for these agencies, please see 11. below • Students with specific medical conditions have an individual health care plan. • Pupils with specific health needs have
---	--	---

trained in Safeguarding to Designated Person level. • As part of our commitment to integrated working we welcome visits from outside agencies such as School Dental. Service and the School Nursing Service • Most of our staff are First aid trained • Whole school TIS training informs our approach to supporting all children's social and emotional needs at school. • Whole school focuses to support personal development e.g. How to build positive friendships. • DT coaching help to build self-esteem, health and wellbeing in whole class and small group sessions. • Outdoor learning sessions available for all on a rota basis.		an intimate care plan. • Staff undertake training as appropriate to be able to support children with specific health needs, e.g., Manual Handling. • Staff support children with specific needs e.g., physiotherapy under supervision from outside agencies. • Individualised support for children struggling to access school including reduced timetables and support from outside professionals.
---	--	--

7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All students have opportunities for social interaction, regardless of need. • Key Stage/Whole school events involving children and their families include: Sports Day, Christmas plays, Christmas fair and summer fair. • End of Year Celebration Assembly. • All students belong to a house team. • All students are invited on trips and visits. • Interschools sporting events • School council and learning assemblies where talk is a focus. • Visitors from the community are welcomed into school. • Nansloe Academy offers a range of extra-curricular activities, provided by staff at no extra cost to families. These include computing club, Cricket, Gardening, DT	• Play time buddies are available to support children at play times. • Social skills groups and small group outdoor learning sessions. • Lunch club available for children finding playtimes challenging ran by TIS trained practitioners. • We Thinkers is used to develop individual pupil's social communication and social understanding. • Sensory room available at all times.	• Additional support for pupils can be requested from: CAMHS; social care; dreadnought; Penhaligon's friends and play therapy. • We have two members of staff who are TIS trained to provide 1:1 and small group support for children in need. • Access to social and emotional support through outdoor learning and dramatherapy led by our qualified outdoor lead. • Social Stories, social behaviour mapping and Comic Strip Conversations are used to develop individual pupil's knowledge and understanding of social interactions.

Coaching, board game, painting, HMS Heroes, as well as several targeted revision clubs. • Classes all have 'Talk Rules' and 'Talk Partners' for encouraging good interactions and cooperation in class and around the school. • 'Think, Pair, Share initiatives are used across the school. • No hands up policy used across the school to support children to 'opt in' • Children have roles and responsibilities such as buddies, ambassadors and Team captains. • Special days e.g., World Book Day when we work in mixed age groups. • Opportunities to work with children in other classes e.g., paired reading. • Buddy system in place to support our youngest children. • DT coaching help to build relationships, self-esteem, health and wellbeing in whole class and small group sessions.		
---	--	--

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

Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and
-------------------------	--	--

The universal offer to all children and YP 		provision 
• All areas of the school are accessible to everyone including those students with SEND. • Students feel safe in an environment and know what to do if they feel they are being bullied. • The Designated Safeguarding Leader is Mrs Lucy Swiggs (Head of School) and two deputy Designated Safeguarding Leaders: Mrs Sarah Cooper (Assistant Head of School) and Mrs Kerstyn Richards (SENDCo) • There is a Designated Teacher for Children in Care and Previously Looked After Children: Mrs Kerstyn Richards. • .All staff have attended Emergency First Aid training and all EYFS staff have attended Paediatric First Aid training. • The school environment is clear and uncluttered. Classrooms are calm and well structured. • Teachers focus on rewarding good behaviour to promote a positive learning environment.	• All staff are price trained. • We have specialist outdoor areas for both the Nursery and the Reception classes, which include a covered area, sand and water play, mud kitchens and space to use large outdoor toys, vehicles and large construction. • Children are able to access our constantly developing outdoor classroom that is run by our trained outdoor lead. • In addition, the school has a Story Garden, which acts as an extension to the Key Stage 2 Library and a Learning Area where all members of the school can work on ideas stemming from our "Talk for Writing" work. • Children have access to our highly bespoke sensory room either individually or in a small group. • Quiet areas are available both inside and outside the school building including the library, sensory room	• Nansloe has previously had an intermittent wheelchair user. We have an enabled facility which includes a hoist and a table for personal care • At times, like all schools, we have supported children who might be on walking frames or crutches after accidents. • Children have access to our highly bespoke sensory room either individually or in a small group.

Date: September 2025

• The rewards and sanctions system is robust and displayed around the school. • All staff have completed their online e-Safety training, and this has been offered to parents. • Secure break out spaces provide a safe, calm space for any child who needs it. • Learning walls foster positive social skills, behaviour, and attitudes to learning. • All children have access to our highly bespoke sensory room. • We have an Early Years outdoor area which includes large construction, sand and water areas. • There is an outdoor learning classroom situated on the school field. • There is an outdoor learning area located on the school field. • DT coaching help to build self-esteem, health and wellbeing in whole class and small group sessions.	and hub. • Access to reasonable adjustments e.g. ear defenders, fidgets and wobble cushions • Access to lunch club for vulnerable pupils. • Access to adapted toilets.	
--	---	--

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
For children before starting nursery: - Children are invited to a stay and play session after school with their parents. - The nursery Lead holds a transition meeting with the child and their parents. For children before starting school in YR: - Staff liaise with Early Years childcare providers to identify children with additional needs who will be joining our school in YR. - Reception class teacher visits any feeder nurseries. - Transition sessions (stay and play) for parents and children starting school in September. - Starting reception information meeting for all parents	For new pupils starting at Nansloe: - New children and their parents are invited to visit the school for a tour. For some pupils before they move up to a new year group: - Pupils and teachers work collaboratively to exchange information. - Enhanced transition involving additional time in new class getting to know the teacher and teaching assistants for any children who would benefit from this. - Some pupils benefit from communication passports - Teachers set new IPM targets for pupils the Autumn term.	The school SENDCo coordinates transition arrangements for vulnerable pupils and/or pupils on the SEN Record of Need. For pupils before starting school in YR: - The class teacher (and SENDCo where appropriate) visit local Early Years childcare providers to talk to staff and meet the children with additional needs joining our school in YR. - YR teacher, the school SENDCo and other professionals attend transition meetings to discuss pupils additional needs and the provision for this. For some pupils before they move up to a new year group: - Pupils and school staff work collaboratively to create communication passports for pupils and their parents to refer to during

For all pupils before they move up to a new year group: • The Head of School informs parents about their child's next teacher in the summer term. • Teachers from previous class and new class meet to share information about all pupils in their next class. • Transition sessions for children to meet the teachers and teaching assistants who will be working with them the next academic year • As a military school we have high rate of migration and have systems in place to ensure effective communication as children from military schools move. For pupils moving to a different school before the end of Y6: • School staff share information about pupils with key members of school staff. For pupils due to start secondary school: • Y6 teacher and SENDCo discuss all children who will be transferring from our school at the end of Y6 with key members of secondary staff. • Visits from secondary school staff and previous pupils to meet Y6 children.	For some pupils due to start secondary school: • Enhanced transition for invited pupils including those with additional needs and those who may feel anxious about the transition to a local secondary school through additional visits. • Y6 class teacher, SENDCo and parents meet with receiving secondary school to share IPM's.	the summer term as needed. • Teachers contact parents to arrange transition meeting in the summer term. For pupils moving to a different school before the end of Y6: • School staff have established strong links with the local secondary school. • Discussion with staff at new school to discuss individual needs and pass on resources for the pupil to use at their new school. For some pupils due to start secondary school: • The school SENDCo invites key secondary staff to Y6 pupils EHC plan review meetings. • Some individual pupils may need a more structured and supported transition between primary and secondary school. For these pupils, discussions involving the child, their parents and the primary and secondary school will help us know how to best support this transition. • Parents may want to visit secondary
---	---	---

Transition sessions/ days to secondary schools.		schools that they feel may suit their child. The SENDCo is happy where possible to accompany parents on visits to secondary schools if parents would like this.
---	--	---

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

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision 
SENDCo training: - Tier 3 Safeguarding - NPQ SENDCo (Ongoing) - Designated teacher for children in care Nursery SENDCo: - Level 3 NASEN Early Years SENDCo Head of School, Assistant Head and Teachers: - NQPH – HOS - PGCert National Award for Special Educational Needs Co-ordination - NPQSL – Assistant Head of School. - NPQSL – Curriculum Led - NPQ Teaching & Learning.– Behaviour and	SENDCo: - Work, rest and play the sensory way - ND profiling - Aspire disadvantaged termly Network meetings Teachers and teaching assistants training: - Termly Autism training delivered by Autism in schools advisor - Aspire Inclusion SENDCo Network termly meetings - Trauma Informed Schools 10 day	SENDCo: - Designated teacher for children in care - Access to Educational Psychology and Autism in Schools Advice Line/ Panel meetings as well as Aspire Area SENDCo Teachers and teaching assistants: - Price training - Trauma Informed Schools 10 day - Supporting Communication for Children with Complex Needs - Sensory circuits - Forest school training

Date: September 2025

attitudes Lead Teachers and teaching assistant training: • Emergency First Aid/ Paediatric First Aid • Tier 3 Safeguarding for HOS and assistant Head of School • Safeguarding (for all staff) • Read Write Inc • Grammarsaurus • White Rose • Trauma Informed Schools (TIS whole school) • 3x Staff Trauma informed schools 10 day		
--	--	--

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Support & advise line for parents	Support children and parents through the Children's Centres, ES and Early Help programmes	01872 324261
SEND Team at Cornwall County	Support children with SEND and their parents and schools	0300 1234 101
School nursing service	Support children, schools and families over health issues	01326 430 315

Date: September 2025

Speech and Language Therapist	Assess children with Speech and Language issues, deliver programmes which can be worked on at home and in school	See family information service (FIS) website or via school SENDCo
Child and Adolescent Mental Health Service (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	See family information service (FIS) website
Behaviour for learning lead (Aspire) and inclusion team	The behaviour lead offers advice and support when children exhibit challenging behaviour in school.	Via school SENDCo
Cognition and learning service	The service works alongside our school to support children with dyslexia and training/advice for teachers.	Via school SENDCo
School nursing service	The school nursing service provides confidential advice and support for children with health needs.	Via school SENDCo
Vision support team	The service works with visually impaired children and staff.	Via school SENDCo
Hearing support team	he service works with hearing impaired children and staff.	Via school SENDCo
Physical and medical needs team	This team supports with physical movement, mobility and occupational therapy.	Via school SENDCo
Education welfare officer	The Education Welfare Officer works with the school, parents and pupils to support regular school attendance.	Via school SENDCo
Community Children's Occupational Therapist	Assess children with a range of concerns and suggest ways to help them with physical and sensory issues	01872 253886
Educational Psychologist	Offer advice and support to the school in identifying pupils with additional needs and supporting the school to plan additional intervention for these pupils	Via school SENDCo

Date: September 2025

Dyslexia Support Service	Identify pupils with dyslexia and offer support for schools and parents in how to best support the pupil	01872 324242
Autism Spectrum Team	Support for children with an ASD diagnosis including advice for staff.	Via school SENDCo
Dreadnought	Working with children individually or within a group to build social skills and confidence.	01209 218764
Take 2	Provide support to young people to reduce the risk of exclusion and help to facilitate re-integration into learning.	07432084786
Bishops Forum	We support children and young people on a Journey of Change through a range of adaptable programmes that are designed to meet their identified needs.	01326 340912
Rustkated	Provide support to young people to reduce the risk of exclusion and help to facilitate re-integration into learning.	07464 722589

12. Pupil progress

Pupil progress is monitored termly in a range of ways, through various pupil assessments. Any pupil who is not on track to meet their end of year expectations or who has made no progress is discussed during Pupil Progress Meetings. These meetings take place with the Class Teacher, Head and SENDCo and additional support for these pupils is discussed and put in place. Decisions about intervention and SMART targets are recorded on a termly Individual provision maps for each child. Class Teachers also meet with parents to inform them of their child's progress and how we propose to support them in school. They can discuss ways the parents can help, and parents have also got the opportunity to make an appointment to speak with the SENDCo, should they wish. We adopt an "open-door" policy and encourage parents to share their thoughts and worries promptly to ensure the best provision for their children.

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

Thorough monitoring of the SEN provision is in place. This is a triangulation of information involving the pupil data; book looks and learning walks; and discussions with parents, pupils and staff. When this information is collated together we can see the impact that provision is having for the pupils. The school also uses an annual Aspire SEN audit as a way of gauging the quality of provision.

The school also uses the Aspire If you wish to complain

Date: September 2025

In the first instance we would suggest an appointment to speak to the SENDCo or Head Teacher as most issues can be resolved in this way. We also have an Aspire Inclusion Lead. The Inclusion Lead is Mrs Iona Stoddard, who can be contacted via email: iona.stoddard@iaspire.net.

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