

Kehelland Village School

SEND Information Report and Approach.

To be read in conjunction with TPAT SEND Policy

January 2025-2026

Reviewed Annually, next date for review January 2026



1. Introduction

We believe this policy relates to the following legislation:

- Children act 1989.
- Education act 1996.
- School standards and framework act 1998.
- Education (special educational needs) (information) regulations 1999.
- Education act 2002.
- Mental capacity act 2005.
- Education and inspections act 2006
- The tribunals, courts and enforcement act 2007.
- Education (special educational needs coordinators) (England) regulations 2008.
- Tribunal procedure (first-tier tribunal) (health, education and social care chamber) rules 2008. ²
Education (special educational needs coordinators) (England) (amendment) regulations 2009.

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- Equality act 2010.
- Education act 2011.
- School discipline (pupils exclusions and reviews) (England) regulations 2012.
- Children and families act 2014.
- Children and families act 2014 (transitional and saving provisions) (no 2) order 2014.
- Special educational needs and disability regulations 2014.
- Special educational needs (local offer) regulations 2014
- Special educational needs (personal budgets) regulations 2014
- Special educational needs and disability (detained persons) regulations 2015.

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF).
- School Admissions Code (DfE).
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years.
- Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH).
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE).
- The Statutory Framework for the Early Years Foundation Stage (DfE).
- Working Together to Safeguard Children (DfE).
- Equality Act 2010: Advice for Schools (DfE).
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission).
- Supporting Pupils at School with Medical Conditions (2014) (DfE).

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

Years, the Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

Aims and Objectives

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

2. Definitions

Children have a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Special educational provision is significantly 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996).

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning as appropriate for their need.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all pupils.

We will ensure that teachers and teaching assistants are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

The school has provision for pupils who are disabled.

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

We are aware of our duty to safeguard children, young people and families, from violent extremism and radicalization. We have a separate policy outlining this.

We as a school community have a commitment to promote equality.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

3. Roles and responsibilities

Ellie Watkins is appointed as the Headteacher and SENCO of the school. She will in her capacity as Headteacher:

- Ensure school personnel and parents are aware of this policy.
- Ensure that the daily management of SEND provision is effective.
- Work closely with the monitoring committee, Trust advisors and specialists, class teachers and teaching assistants.

As SENCO will:

- Gain the appropriate qualification for SENCO.
- Ensure the implementation of support for children with SEND.
- Ensure the implementation of this policy.
- Ensure all school personnel understand their responsibilities to children with SEND.
- Work to oversee the day to day provision for pupils with SEND within the school including those with education, health and care (EHC) plans.
- Identify the barriers to learning alongside class teachers, and determine what special educational needs provision that a pupil requires.
- Provide advice and teaching strategies to teachers and support staff.
- Inform parents of their child's special educational needs.
- Organise in-house and external support for a pupil with SEND.
- Monitor this support.
- Keep parents up to date with the special educational needs provision for their child.
- Ensure pupils with SEND have full access to the curriculum.
- Ensure pupils with SEND are included in all school activities and events.
- Ensure pupils with SEND take part in extra-curricular activities.
- Arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have.
- Lead the development of SEND throughout the school.
- Arrange in-service training for school personnel and governors.
- Update the Record of Need and monitor Individual Support Plans
- Undertake classroom observations.
- Ensure differentiated teaching methods are being used.
- Track the progress of children with SEND.
- Maintain records of all children with SEND.
- Keep up to date with new developments and resources.
- Organise annual reviews.
- Meet with outside agencies.
- Work with feeder or transition schools before a child moves into another setting to plan and prepare for transition.
- Provide information for the SEN Information Report.
- Review and monitor.
- Annually report to the Local monitoring committee on the success and development of SEND.

Class teachers must:

- Be responsible and accountable for the progress and development of the pupils they teach.
- Have high expectations of pupils with SEND.
- Be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them.
- Work closely with the SENCO.

- Be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach.
- Prepare, use and update information, strategies and targets on Individual Support Plans – updating APDR documentation, safety plans and risk assessments as needed.
- Implement any advice and teaching strategies given by the SENCO.
- Provide high quality teaching for all pupils.
- Deliver the individual programme for each SEND pupil.
- Include pupils with SEND in all class activities.
- Ensure their planning includes differentiation.
- Set challenging targets.
- Track and monitor the progress of all pupils.
- Inform the SENCO of any identified barriers to learning and lack of progress of pupils.
- Liaise with parents of pupils with SEND to update them of the progress of their children.
- Suggest ways that parents can support their children at home.
- Undertake appropriate training on induction.
- Identify any additional training needs they require.

Teaching assistants will:

- Work closely with the SENCO and class teachers.
- Provide support for individuals or groups of pupils with SEND.
- Use information, strategies and targets on APDR, Safety Plans and risk assessments to support individual pupils.
- Provide in- class and out of class catch up literacy and numeracy support for pupils.
- Assist in the preparation of lessons.
- Monitor pupils' progress.
- Provide feedback to teachers and the SENCO, attend appropriate training, and suggest training needs.

4. How we identify SEN

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs. We use the Graduated Response for all children.

We will inform parents at the earliest opportunity of the school's concerns and work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENCO and using the following four stages of action: Assess, Plan, Do and Review.

The graduated response is shown on the next page. Our first approach is evidence based and the assess process looks at progress in learning, as our focus is the education part of special educational needs. This might mean that other agencies such as the NHS are needed to ensure areas beyond our level of expertise are catered for fully. We are not able to diagnose conditions or give medical or health advice without external support.

Details of the provision on offer at Kehelland can be found on our website, by speaking with our staff and on the local authority website [SEND Local Offer | Care and Support in Cornwall](#)



Wave 1	Wave 2a	Wave 2b	Wave 3
<p>Inclusive High-Quality Teaching (Teacher)</p> <p>ASSESS Teacher uses universal assessment data to identify if the pupil is not making expected progress.</p> <p>PLAN Teacher uses inclusive high quality teaching wave 1 strategies from the broad offer to design appropriate in-class intervention in discussion with the learner and informs the family.</p> <p>DO Teacher implements planned interventions over a 6-week/half termly period and records, monitoring progress.</p> <p>REVIEW Teacher gathers new data to evaluate whether progress has been made and shares this with the family.</p>	<p>In-class targeted support (Teacher and concern shared)</p> <p>ASSESS Teacher shares concerns and successes with SENCO, family and learner to seek advice.</p> <p>PLAN Teacher develops increased inclusive high quality teaching strategies from the broad offer following advice from the SENCO.</p> <p>DO Teacher implements planned interventions over a 6-week/half termly period.</p> <p>REVIEW Teacher gathers new data to evaluate progress and feedback to family, learner and SENCO.</p>	<p>Additional targeted support (SENCO involvement)</p> <p>ASSESS SEND referral to SENCO who conducts class observation and discussion with teacher. This is recorded as the first assess, plan, do, review cycle.</p> <p>PLAN SENCO meets stakeholders (learner, family, key teacher(s), support staff, external professionals).</p> <p>DO Relevant staff implement planned interventions over a 6-week/half termly period.</p> <p>REVIEW SENCO meets stakeholders to evaluate progress and decide if the learner has SEND and needs to be added to the register.</p>	<p>Specialist assessment and intervention (SENCO and teachers)</p> <p>ASSESS SENCO refers to specialist assessors and uses in house assessments for relevant area(s) of need.</p> <p>PLAN SENCO develops plan with stakeholders (learner, family, key teacher(s), support staff, external professionals) based on recommended strategies.</p> <p>DO Relevant staff implement planned interventions over a 6-week/half termly period.</p> <p>REVIEW SENCO meets stakeholders to evaluate progress and decide if an EHCP is required once there are 4 cycles of assess, plan, do, review, a range of in-house data, evidence and external recommendations.</p>



5. Monitoring Pupil Progress

Pupil Progress

- Every pupil's progress is reviewed termly, using teacher assessment informed by NFER/standardised testing and class performance over time. In addition to Accelerated Reading ages, spelling tests are used in KS2 and RWI assessment in KS1 and EYFS. The results will inform future teacher planning and targets.
- All children are given ongoing targets in reading, writing and maths, which are acknowledged by the pupil and teacher when achieved and then updated.
- Parents/ carers of all children are invited into school twice a year for a parent consultation meeting, with their child's teachers. These are opportunities for parents to discuss their child's progress.
- Pupils on the 'SEN Record of Need' may have targets recorded on their APDR plans. These targets will be reviewed by their teacher, relevant TAs, SENCO, parents and pupil, at termly SEN review meetings and new targets set.

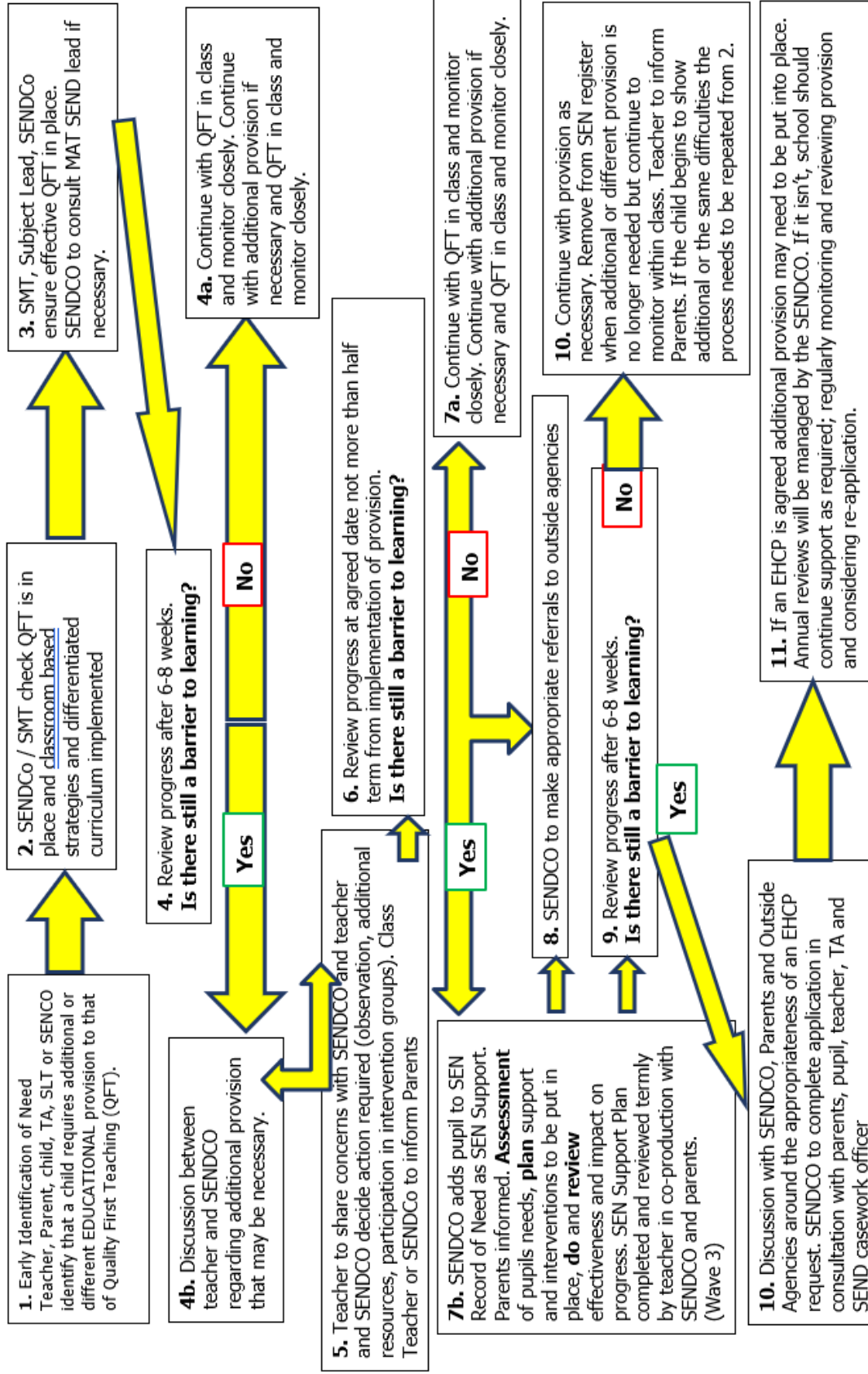
How we know how good our SEN provision is

- Progress of all pupils is monitored. If pupils are not making the expected progress, additional SEN provision will be put in place as part of the Assess, Plan, Do, Review cycle. This is a Graduated Approach with increased support given if needed, within successive cycles. Impact of interventions and provision is reviewed at termly SEN review meetings and next steps are identified.




If you wish to complain

- We encourage good communication links between school and home. We welcome parents to discuss issues of concern around SEN provision with Class Teachers, the SENCO and the Head Teacher. The school's complaints policy is on our website.




TPAT SEND Identification Flow Chart



Listening to and responding to children and young people



<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The views and opinions of all pupils are valued. • All children take part in PSHE lessons • Pupil voice is heard through: <ul style="list-style-type: none"> • School Council • Ambassadors • Circle Time • Parent consultations • Approachable staff • Personal consultations • Outdoor and nurture provision • Worry boxes and idea boxes 	<ul style="list-style-type: none"> • Additional provision is developed in light of pupil voice. • Pupils with SEND participate in Consultation Groups and are always represented in pupil voice 	<ul style="list-style-type: none"> • Our nurture Lead represents children when needed. • Individual support is responsive to the views of the pupil. • Pupils' views are an important part of TAC meetings, Early Support meetings and SEN reviews. • Pupils play an active role in contributing to Individual Support Plans with SEN targets, as well as numeracy and literacy targets in the classroom. • Meet and greet/individualised starts to the day • Access to Trauma Informed Schools (TIS) key worker • This documentation is presented in a format that is accessible to the student.

Partnership with parents and carers




<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 

<ul style="list-style-type: none"> • Works in partnership with parents and carers. • The parents/carers of all pupils are invited to parent/pupil consultation meetings twice a year. • Reports are sent home in the summer term. • The school reading record can be used to communicate between home and school. • Staff are available to check in with, at the end of the day. • Weekly newsletters are accessible online via the school's website • The school website enables parents/carers to understand more about what their child is learning. • Parent's views are sought in the Annual School Review and throughout the year. • Parents are encouraged to support their children in their homework. • Home visits take place as needed and for those with identified special needs starting at school. • Information for parents, about topics and areas of learning, are given at the start of each half term. • Seesaw is used for communication • Showcase events support discussion 	<ul style="list-style-type: none"> • Parents/carers may be invited to attend information sessions to enhance supporting their child at home (such as teaching synthetic phonics or maths strategies) or they may be signposted to support groups. • Our school website offers useful links to, for example, the Family Information Service in Cornwall. • Parents/carers can be signposted to Family Support Workers to help support pupils around education and positive life choices. 	<ul style="list-style-type: none"> • The Nurture Lead/SPACE trained person/TIS/Autism Champion is available to support parents, carers and families' emotional wellbeing. • Families seeking additional support can be signposted to relevant agencies. • Parents/ carers are an integral part of TAC, Early Support and SEND reviews. • Parents/carers may be invited to join in with school trips when appropriate.
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The curriculum




<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> • Our differentiated curriculum is developed to engage, inspire and include all pupils. • All pupils, regardless of their ability or additional needs have full access to the curriculum. • Speech and language opportunities are developed across the curriculum. • The school promotes Quality first Teaching. • Pupils are assessed for their phonic skills at the end of Year 1. • Pupils participate in SATS assessments in Year 2 and Year 6. • A baseline assessment is carried out in Nursery and Reception. 	<ul style="list-style-type: none"> • Small needs-led group interventions within phonics, numeracy, literacy, speech and language and social skills • Task Management boards • Visual cues • Catch-up maths and literacy sessions • Speech and language support • Additional daily reading • Gifted and Talented opportunities • Use of assisted technology to record written work • The school ensures a smooth transition for SEND and EAL pupils coming to, or moving on from Kehelland by working with the Early Years Inclusion Team, secondary SENCOs and with the equality and diversity team, by identifying and planning for their learning needs. • Special examination arrangements are put in place for SATs tests, for example, readers, scribes or extended time. • Catch-up individual targeted reading programmes for example: RWI phonics, Catch-up Reading, Precision Teaching, Daily Reading 	<ul style="list-style-type: none"> • Pupils with specific needs (including EHC plans/ Statements of SEN) receive adult support when appropriate in order to access the curriculum • Relevant assessments available to determine specific provision eg. dyslexia/speech and language • Pupils are supported in following their own interests and the curriculum, regardless of their SEN and/or disabilities. • Additional support from outside agencies such as the Educational Psychology Service, Autism Team, Speech and Language Therapy Service, Cognition and Learning Service. • Pupils with special needs and/or disabilities (SEND) can access the curriculum with adult support and/or technology, as appropriate.
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<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The whole school uses a Quality First teaching and learning approach to ensure the progress of all pupils. • Pupils are grouped in mixed age classes which allows for flexibility to address stage not age • Learning opportunities for pupils are inclusive and whenever appropriate multi- sensory, to suit different learning styles. • The school is part of Truro and Penwith Multi Academy Trust's Advantage Project. The initiative incorporates the use of iPads and world class digital software to support pupils and teachers within the classroom. • Learning Objectives, tasks and outcomes are differentiated to suit the capability and needs of the pupil. • Learning Objectives and success criteria are shared with pupils during every lesson. • Visual support, including word banks, examples of outcomes, pictures and adult modelling are implemented to support understanding. • Responsibility for the pupils' own learning is encouraged by reflecting on their understanding and achievements, by self and peer assessment of work in addition to immediate, relevant 	<ul style="list-style-type: none"> • Within the classroom, teachers act as lead professional. They are responsible for directing Teaching Assistants in their work with pupils. • Our school Autism Champions support and advises school staff to ensure learning is accessible to pupils on the Autistic spectrum. • Information about pupils needs are constantly shared between staff to ensure that they have targeted support and provision. • Teachers refer to pupil's SEN information when planning lessons. • Teaching assistants are available to support small groups or individuals on different tasks. • The teacher may work with a small group or individual, while the Teaching Assistant supports the rest of the class through tasks already initiated and/or planned by the teacher. • Use of Information Technology is used whenever possible to 	<ul style="list-style-type: none"> • Personalised and highly differentiated learning and outcomes are provided as appropriate, enabling independent learning. • Pupils who have a high level of need may have a team of key workers around them to support them in their learning • Pupils may receive one to one Speech and Language interventions as advised by the Speech and Language Therapy Service. • Pupils may receive one to one support with the Autism Champion. • APDR are working documents, used to inform teachers and parents of the pupil's strengths and needs. They provide targets for the pupils and are reviewed at least termly with input from the pupil, parent, teacher and SENCO. • Recommendations from outside professionals are considered when planning Individual Support Plans. • Specialist provision from outside professionals is used when required. • 1:1 support is in place, where agreed by the LA, for pupils who need more intensive support e.g. those with emotional/behavioural

<p>and constructive feedback from teaching staff.</p> <p>Whole class marking is used within Maths and English. The school is following the Maths Mastery multi-sensory approach to learning in Maths lessons</p> <p>Alternative ways of recording are used as appropriate, for example mind-mapping, audio and video recording. Educational visits and themed days provide memorable experiences and create motivation for learning.</p>	<p>promote independent learning, for example: laptops and iPads. APDRS are working documents, used to inform teachers and parents of targets for the pupils and are reviewed at least termly with input from the pupil, parent, teacher and SENCO</p>	<ul style="list-style-type: none"> needs, communication/interaction needs, physical/medical needs etc. Examination access arrangements are in place for internal and external assessments and examinations (readers, scribes etc.) as appropriate.
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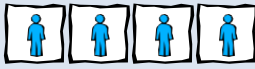

Self-help skills and independence

<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum includes learning of relevant life skills appropriate for the pupil's stage of development. • Kehelland is a Trauma Informed School, where emotional and social development and resilience is actively and sensitively supported. • IT is used to support independent learning whenever possible. • Labelled resources are available in the classrooms to promote independence, for example visual timetables, visual reward charts, word banks and working walls, dictionaries and multi-sensory maths resources. • Working hard and making good choices are rewarded with Positive noticing postcards, positive noticing box, recognition boards, phonecalls home, verbal praise, raffle tickets, Star of the Week awards, • Pupils self-assess their understanding and work. • Residential trips and educational visits • develop pupils' independence. 	<ul style="list-style-type: none"> • Teaching Assistants support pupils while promoting independence. • Some pupils may have access to personalised equipment, for example coloured reading rulers, talking tins, timers, task management boards and prompt cards. • Some children may have the opportunity to be a buddy. They offer, and are given peer support, improving their confidence and self-esteem. • APDR plans may contain targets relating to self-help and independence skills • Pupils have access to technology to support opportunities for independently led, interactive approaches. • Pupils have access to: • Visual timetables/cues, social stories • Prompt sheets/cards,  Writing frames. • Working walls • Literacy mats/Phonics support 	<ul style="list-style-type: none"> • Trained adults support the use of specific technology and equipment for children with more complex learning needs. • Some children use personal visual timetables and other visual resources such as now and next boards/ timers, task management boards etc. • A child's team of key workers will encourage pupils to use self-help strategies, such as working walls, word banks, task management boards, asking their partner, examples of outcomes. • Some children may have a 'circle of friends' built around them to offer further support and understanding for their needs. • Adult support is shared whenever possible to build resilience, so that pupils have coping strategies to engage with more than one trusted member of staff.




Health, wellbeing and emotional support

<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All staff receive ongoing training led by our SENCO, Nurture lead, Mental health lead and TIS/Thrive practitioner.. • A system of rewards and sanctions is in place across the school. Children are motivated by Star of the week Awards, and other rewards initiatives including Dojo rewards where they have a say in the rewards. • PSHE, Circle Time and Class assemblies occur in all classes. • Any concerns about individual pupils' health or wellbeing are raised with the Head teacher, Class teacher and nurture Lead. • Information and strategies for support are shared at weekly staff meetings. • Children are able to access the Library and a Mindfulness/quiet Colouring Club at lunchtimes for those who feel they may need some quiet time. • Access to MHST service when offered by the NHS 	<ul style="list-style-type: none"> • A variety of active after school clubs are on offer such as: Football Club, Netball Club, Art Club, Rollerskating Club Running Club, Cricket Club, learning club and calm club. • Each class has weekly swimming lessons, for half a term every year. 	<ul style="list-style-type: none"> • Additional support from an Educational Psychologist is acquired when needed. • Other outside agencies are involved when needed, for example: Speech Therapy, Occupational Therapy, Physiotherapy, Social Care, CAMHS, Dreadnought, Penhaligon's Friends, Family Support Team • Pupils with specific medical conditions have individual Healthcare Plans.


Social interaction opportunities

<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils have a wide variety of opportunities for social interaction, irrespective of needs. • All pupils are valued members of a school team, age appropriate class, as well as the school. • In EYFS free flow learning creates opportunities for pupils to develop their social interactions. • Pupils enjoy playing and socialising with their peers at lunch and playtimes. • Playground equipment is used to foster a variety of social play. • Assemblies and Circle Time give pupils opportunities to share ideas or views and listen to others. • Educational visits and residential trips provide opportunities for pupils to develop relationships with their peers. • Safeguarding is a priority at our school. All staff have received safeguarding training • All pupils take part in school productions and other performances. 	<ul style="list-style-type: none"> • Our Autism Champion is available to recommend strategies to ensure pupils with autism have meaningful opportunities for social interaction. • The choir takes part in community performances and competitions. • Some pupils may be invited to a social skills group led by a Teaching Assistant or the SENCO <p>?</p>	<ul style="list-style-type: none"> • A buddy system may be put in place to support less able/confident pupils • Pupils are supported by TAs to enable them to interact successfully during social play




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

<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Kehelland school site is secure. Visitors need to sign in at reception and be accompanied by a member of staff. • The EYFS has a separate purpose built outdoor area. • Any bullying is dealt with immediately and effectively. . All staff have had safeguarding training. • The school environment promotes positivity by displaying good behaviour prompts and by celebrating pupil’s work and successes. • Learning displays and other visual support, such as visual timetables, are accessible in every classroom. • Teachers promote a positive learning environment and reward good behaviour with praise and rewards. • There is consistency across the school with responding to pupils’ behaviour. Pupils respond well to Kehelland rewards and consequences system. • Regular health and safety checks throughout the school. • Risk assessments carried out before any educational visit and if new equipment is introduced. 	<ul style="list-style-type: none"> • There is a disabled toilet and accessible, step free routes to all areas of the school 	<ul style="list-style-type: none"> • All teaching and support staff have received Price positive handling training

Transition from year to year and setting to setting

<p>The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • There are strong links with feeder secondary schools and feeder preschools. • The reception teacher visits feeder settings in the summer term. The children then have 4 visits to the school. There is also a parents' information. A photo transition book showing the new classroom and adults is shared with parents/carers. • Local secondary Schools such as Camborne, St Ives and Mounts Bay offer transition sessions in the summer term. Hayle has a host of Super Saturday events for transition • Planned class swap days occur in the Summer Term which allows all children to meet their new teacher and spend time in their new classroom 	<ul style="list-style-type: none"> ☑ The Head and SENCO identify pupils needing additional transition support to secondary school and liaise with the receiving school to make additional arrangements such as extra visits 	<ul style="list-style-type: none"> • The transition to secondary school begins to be planned at the Annual Review of children with a Statement/EHCP in Year 5. • Key worker teams designated to individual pupils work closely with other schools to ensure a smooth transition. • Training is accessed from the Early Years Inclusion Service for EYFS staff when children with more complex needs are joining the school. • Pupils identified as needing additional reassurance because of anxiety about changing class, will be provided with transition resources to support and extra visits

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"> Emotion coaching ☐ Autism awareness training ☐ Graduated Response training ☐ SENCO network meetings (County and TPAT) ☐ Equality and Diversity Training ☐ Safeguarding Tier 2 training ☐ First Aid training ☐ The SENCO is completing the NPQSEN course ☐ The Assistant HT is a qualified Trauma Informed Schools (TIS) Trainer ☐ Edukey Provision Map training ☐ Protective Behaviours training ☐ Neuro diversity training ☐ Total communication training ☐ Gestalt Learners training ☐ 	<ul style="list-style-type: none"> ☐ Autism Champion ~ access to ongoing training with ASDAT team ☐ TIS training ☐ ND Profile Training ☐ Speech and Language Service Training ☐ Speech and Language Progression Tools Training ☐ Special Partnership Trust training ☐ 	<ul style="list-style-type: none"> ☐ Speech and Language Service Training ~ training for key workers with the Speech and Language Service ☐ Supporting Hearing Impaired Children ☐ Sensory Processing Difficulties ☐ Physiotherapy and Occupational Therapy Service training ☐ ASD Team Training ☐ Communication Support Team Training ☐ Moving and Handling Training ☐ AAC Training ☐

Appendix 2

Service/organisation	What they do in brief	Contact details
Speech and Language Therapy Service	Assess and set goals for pupils with expressive and receptive language difficulties and speech difficulties	01208 834488
Educational Psychology Service	Assess and make recommendations for children with more complex learning needs.	01209 614175
CAMHS	Assess and make recommendations for children with emotional difficulties or mental health problems.	01872 321400
Social Care	Co-ordinate support for families with more complex difficulties.	0300 1231116
Family Support Team	Support families in the home when difficulties arise.	01736 759058
Occupational Therapy Service	Assess and make recommendations to support children who are experiencing difficulties in the school environment.	01872 252531
Physiotherapy Service	Assess and make recommendations for children with physical difficulties	01872254531
Autistic Spectrum Disorder Team	Support schools and families of children with a diagnosis of Autism Spectrum Disorder.	0300 1234101
Physical and Medical Needs Team	Provide advice and support to enable children with complex needs to access the curriculum	01209 615607
Cognition and Learning Team	Supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs	01726 61004
Hearing Support Service	Support schools and families in supporting children with hearing impairments in Cornwall.	01726 61004

Vision Support Service	Support schools and families in supporting children with visual impairments in Cornwall.	01736 571090
Children in Care Team	Provide support for Children in Care and their families/carers.	0300 1231 116
Barnardos	Helping the UK's most vulnerable children, young people and their families	01736 365148
Penahligon's Friends	Support young people who have been bereaved as well as providing support for schools when a bereavement or critical incident occurs.	01209 210624
School Nurse	Health support for children and families.	01872 322779
Cornwall Parent Partnership SENDIASS	Provide independent information, advice and support for children and families with Special Educational Needs and Disabilities.	01736 751921
Family Information Services	A hub of information for services for children and families in Cornwall. Our School's Local Offer is also published here.	01872 323 535
NSPCC	Help children and families throughout the UK to deal with issues such as domestic abuse.	0808 800 5000
Augmented and Alternative Communication Team	Support children with more complex communication needs through the provision of communication technology and specific resources.	01726 61004
Early Support	Support in the co-ordination of services for those children with Additional Needs.	01872 322277
Early Years Inclusion Service	Provide positive, preventative and early help for children and young people to improve their wellbeing.	0300 1234 101