



# SEN policy and information report

## Mission statement

**“Staff at Trevithick Learning Academy use a solution focused approach with all children in the school. This pragmatic and positive approach draws on children’s strengths to help them seek their dreams, use their drive, acknowledge their duty and become dazzling members of our school community”.**

The children of Trevithick Learning Academy are the life of our school, all decisions and developments are made with their wellbeing and success at the forefront of our minds. We know that children only get one childhood, and our goal is to make sure that each learning journey is a positive and rewarding one. We encourage all of our children to work to the very best of their ability and offer an extensive range of stimulating experiences to ensure that every child has access to an exciting and inspirational education.

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

1.1 We aim to provide every child with access to a broad and balanced education. The Governing Body and teaching staff will strive to ensure that the necessary provision is in place for any student who has special educational needs and or disabilities, ensuring that every student is able to access a broad and balanced curriculum, which is differentiated where appropriate. Where the Headteacher, SENDCo or the appropriate Governor has been informed by the LA that a student has special educational needs and/or disabilities via an Education Health Care Plan those needs will be made known to all who are likely to teach them, along with other colleagues as appropriate. The same applies to those students identified as ‘SEN Support’.

1.2 The staff and governors in the school are aware of the importance of identifying and providing for those students who have special educational needs and/or disabilities, both at EHCP and ‘SEN Support’ level.

1.3 All staff will ensure that students with special educational needs and/or disabilities join in the activities of the school together with students who do not have special educational needs and/or disabilities, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. We work in accordance with the Single Equality Scheme.

## Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include; Educational Psychology Service, Cornwall Autism Team, Speech and Language Therapy, Child and Adult Mental Health Service (CAMHS), Sensory Support Service, Disabled Children's Therapy Team.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions on their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and a buddy's programme on the playground.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO's**

The KS2 SENCO is Miss. Nicola Garge

Tel: 01209 713460 E: [ngarge@trevithick.cornwall.sch.uk](mailto:ngarge@trevithick.cornwall.sch.uk)

The EYFS and KS1 SENDCO is Mrs. Rebecca Hallett

Tel: 01209 713460 E: [rhallett@trevithick.cornwall.sch.uk](mailto:rhallett@trevithick.cornwall.sch.uk)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor is Mr. Tom Kennedy, he will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO's to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO's and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO's to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

At this time, there are 16 children On Alert, 66 children receiving SEN Support and 16 children with Education Health Care Plans within the mainstream school. Within the school ARB there are a further 30 children with Education, Health and Care Plans.

Our school currently provides additional and/or different provision for a range of needs:

- **Communication and interaction;** autistic spectrum disorder, speech and language, etc.
- **Cognition and learning;** dyslexia, dyspraxia, dyscalculia, poor working memory, etc.
- **Social, emotional and mental health difficulties;** attention deficit hyperactivity disorder (ADHD), Anxiety, demand avoidance, trauma, etc.
- **Sensory and/or physical needs;** visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes, etc.
- **Adaptations and provision for these needs may include;** Social Skills Programme, Social stories, personalised work stations, mentoring, Autism Champions, structured lunchtime support, availability of designated space to calm and regulate, sensory programmes, classroom and curriculum adaptations. 1:1 RWInc, Dyslexia Screenings, Nessy online learning programme, Phonological Awareness Intervention, specialist TA support, numeracy interventions, support from the Educational Psychologist, and the Cognition and Learning Team, Precision Teaching approach, flash cards. 1:1 TA support with Individual Support Plans, CLEAR counselling, CAMHS, family workers, social workers, bereavement counselling, Dreadnought, Trauma Informed Schools intervention – individual and small group activities. Ear defenders, fidget toys, writing slopes, wobble cushions, pencil grips, peanut balls, weighted blankets, scooter boards, coloured overlays, occupational therapists, Physical Disabilities Advisor, School Nurse, reduced friction pens – left/right preference, 1:1 Occupational Therapy plans, fine motor skills groups, regular movement breaks, chewelry and focused seating plans.

### 5.2 Identifying pupils with SEN and assessing their needs

At Trevithick Learning Academy, we believe that all children and young people are entitled to an education that enables them to make progress so that they; achieve their best, become confident individuals living fulfilling lives. (*SEN CoP 2014, p81, 6.1*)

Children are monitored closely at Trevithick Learning Academy, teachers will regularly discuss any concerns they may have with parents. Children's results are also closely tracked and pupil progress meetings are held. These meetings seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which;

- Is significantly slower than that of their peers starting from the same baseline,
- Fails to match or better the child's previous rate of progress,
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap. (*SEN CoP 2014, p84, 6.17*)

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being 'On Alert' (under observation) due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or invited for further formal discussion with the SENCo and class teacher.

We realise the benefits of early identification and how making effective provision improves long-term outcomes for our children. High quality teaching available throughout the school ensures that the majority of pupils' needs are met without additional support.

Where a pupil is identified as having SEN, the school takes every action to remove barriers to learning and put effective special educational provision in place. The SEN support provided follows a four-part graduated approach, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs.

See definition of Special Educational Needs at start of policy.

### **5.3 Consulting and involving pupils and parents**

Trevithick Learning Academy believes that a close working relationship with parents is vital in order to ensure;

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO's may also signpost parents of pupils with SEN to the local authority Family Information Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO's to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- We may after discussion with parents employ individual/ specialist assessment systems to track progress where smaller increments of progress need tracking and celebrating.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

#### **Plan**

Planning will involve consultation between the teacher, SENCO's, Head teacher and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

#### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO's.

#### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO's will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

The SENCOs work closely with all children within the school and liaise with class teachers as children move through the school to ensure they know children's individual needs and what provision they require. As children enter year six we will begin to think about which secondary school children are transferring to. Some of our local secondary schools offer Saturday workshops that children can attend to become familiar with the new environment. The class teacher and SENCO's will meet with the SENCO / head of year of each of the secondary schools and discuss the needs and provision for individual children. The schools offer transition days near to the end of term to familiarise children with their new school.

For children with EHC Plans the SENCO's will raise the subject of secondary transition at the annual review meeting in the child's fifth year in school so that parents can think about the most appropriate provision for their child and start looking at secondary schools. Some children with complex learning needs may require specialist provision and parents may choose to apply for a secondary ARB placement or special school. This application must be submitted through the process of EHCP review by the end of the summer term when the child is in year 5. Decisions are usually made by the following February. Meetings are arranged with the transferring secondary school and individual transition plans are developed. Some children may need regular visits to their new school. They may need to take pictures and ask questions before they feel comfortable with the move. We will support each child individually to ensure their transition is a success.

For children entering nursery, reception or in year transfers, the SENCO's and Key Stage lead will arrange meetings with the parents and previous setting or professionals involved with the child to ascertain need and ensure all training and provision is in place for when the child starts at the school. Extra transition opportunities will be arranged to meet the new teacher, staff and pupils and look around the school. At the end of each academic year the SENCO's produce a visual for every pupil in the school with photos of their new teacher, teaching assistant and other support staff as well as a calendar for the summer so they know when they are due back to school. This aims to limit anxiety regarding change.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions where appropriate:

- 1) Accelerated reader
- 2) RWI Literacy approach
- 3) Fresh Start reading programme
- 4) 123 math / Power of 2
- 5) Fry's common words flashcards
- 6) Additional phonics grouping
- 7) Nesy reading and spelling programme
- 8) Dictation differentiated literacy focusing on three to four good independent sentences.
- 9) Disco dough for fine motor development
- 10) Sensory / movement breaks
- 11) Phonological awareness
- 12) Speech and language support
- 13) Speed up handwriting
- 14) Pre writing – Write from the start
- 15) Trauma Informed schools
- 16) Funfit

- 17) Social skills groups
- 18) Personal workstations
- 19) Keyboard skills
- 20) 1:1 Reading
- 21) Pre-teaching topic vocabulary
- 22) Time to talk
- 23) Booster groups in literacy and math
- 24) We currently have three Autism Champions (Miss. Garge, Mrs. Giles, Mrs. Wallace) in the school and three Trauma Informed schools practitioners (Miss. Garge, Ms. Waters and Mr. Anjari).
- 25) Additional interventions are sought and implemented to meet individual needs.

## **5.7 Adaptations to the curriculum and learning environment**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Regular training and learning opportunities for staff on the subject of SEN are provided both in school and by external providers as appropriate. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, outcome, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, task management boards, etc.
- Differentiation to behaviour policies.

## **5.8 Additional support for learning**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO's who will then inform the child's parents.

The SENCO's are the designated people responsible for liaising with the following:

Education Psychology Service  
County Autism Team  
Occupational Therapy  
Physiotherapy  
Community Paediatricians  
Cornwall Autistic Spectrum Disorder Assessment Team (CASDAT)



Dietician  
School nurse  
Specialist Epilepsy nurse  
Child and Adolescent Mental Health Service (CAMHS)  
Social Services  
Speech and Language Service  
Alternative augmentative communication Team  
Hearing Support Team  
Service for the Visually Impaired  
Sensory Support Services  
Cognition and learning team  
Early Years Area SENCo  
Early Years Inclusion Team  
Portage  
Family Information Service  
Family Support  
Sallywags  
Penhaligon Friends  
EAL diversity  
Specialist Outreach Services  
Early Help Hub  
SCIPP partnership

This list is not exhaustive. The SENCO's will liaise with whatever external services are required to support the individual child.

### **5.9 Expertise and training of staff**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our KS2 SENCO has ten years of experience in this role and has worked as a teacher within a special school and an early year's teacher within our school. Prior to that she worked with adults with autism. She is an Autism champion, Trauma Informed schools practitioner and school mental health lead.

Our EYFS/ KS1 SENCO has previously worked in an Area Resource Base (ARB) supporting children with complex needs. She has experience of working with both EYFS and KS1 as a teacher.

The SENCO's organise all training for staff relating to children's special educational needs and attend any training themselves to gain the knowledge and understanding to support each child's individual needs as they arise. Both SENDCO's work four days a week.

Within the wider inclusion team, we have two Elkan trained teaching assistants, Mrs. Hampton and Miss. Wickes, who deliver speech and language support throughout the school following the advice and goals set by the external speech and language therapist.

Ms. Waters is a Trauma informed schools practitioner and works with identified children. She has undertaken specialist autism training and is specializing in supporting pupils on the autistic spectrum while developing these strategies to adapt as whole school approaches.

Mr. Anjari is a Trauma informed Practitioner working within the school ARB.

Mrs. Sevier is our pastoral leader and pupil mentor. She works closely with families to access support for the wider family.

We have a team of 24 teaching assistants, including 6 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in; Makaton, diabetes, epilepsy, epi-pens, emotions coaching, Listening for learning, visuals teaching supports, PECS, sensory processing difficulties, Voice 21,

Cognition and learning, fine motor skills, Mental Health first aid, Grief and loss training, specific core subject interventions to incorporate into daily lessons, SEN strategies, paperwork and policies.

Where a child has an Education, Health and care plan in place, it is the schools decision how best to deliver the support set out in the plan. They may assign a member of staff to work with the child if appropriate. However, as recognized in various government reports, having a member of staff pinned to a child can cause more dependence and hamper progress. Therefore where possible we seek to encourage pupils to be as independent as possible, while delivering support and provision via a number of staff in different 1:1 interventions.

Further to the staff and provision in our main school we are lucky to have a purpose built Area Resource Base (ARB). The new building environment was built three years ago but we have had an ARB for over 16 years. The ARB is currently commissioned to take 30 children from reception to year 6 with severe and complex learning or medical/ physical needs. These children are taught in three classrooms depending on need rather than age. We have five ARB teachers and nine teaching assistants. The admission of pupils to the ARB is held with the county council. Pupils attending the mainstream setting have no greater chance of gaining a place in the ARB than children from other schools. Admission is purely based on need.

### **5.10 Securing equipment and facilities**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The school SENCO's can refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENCO's, senior leadership team and governors to agree how the allocation of resources is used.

### **5.11 Evaluating the effectiveness of SEN provision**

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, informal discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual tracking sheet/ provision map, which is reviewed and updated when the intervention is changed. These are updated weekly and reviewed during pupil progress meetings involving the SENCO's, SLT and class teachers. This helps to identify whether provision is effective.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO's
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

The Headteacher and SENCO's oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO's will consult with the child's parents for other flexible arrangements to be made. There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Regular training and learning opportunities for staff on the subject of SEND are provided both in school and by external providers as appropriate. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. A full risk assessment will be undertaken for any pupil with SEND and a discussion will be held with the head of school, SENCO's and parents to make the relevant access arrangements in order for the pupil to make full use of the excursion.

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

### **5.13 Support for improving emotional and social development**

Looking after the social, emotional development, mental health and well-being of the children within our school is one of our key priorities. For a child to be ready to learn and to make the most of their time in school they need to feel safe, secure and have available adults in which to trust.

All teachers and classroom staff offer a welcoming and caring atmosphere. Staff are regularly trained in the PACE approach and given help to understand behaviours. Pupils and parents know that they can talk to staff whenever required to pass on concerns, information about events at home or how a child is feeling.

Within the school we have a number of staff working to support children's social and emotional development; Mrs. Sevier is our Family Liaison Officer and learning mentor. Ms. Garge, is our School Mental Health Lead, KS2 SENDCo, Autism Champion and Trauma Informed Schools (TIS) practitioner, Mrs. Hallett is our EYFS / KS1 SENCO, Ms. Waters is TIS practitioner and SEN support worker.

We hold weekly pastoral meetings every Tuesday involving the Head teacher, safeguarding lead, Parent liaison, ARB coordinator, Nursery manager and Mainstream SENCO's.

As a school we have adopted the 'Restorative approach' to address conflict. This aims to give pupils an opportunity to be listened to, both the harmed and those that have caused the harm. It promotes the opportunity for pupils to address each other following the event and to hear from each other in order to resolve the incident. This approach aims to build responsible, resilient pupils who can take responsibility for their actions.

Having previously been a Thrive school, we have converted to Trauma Informed Schools. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety.

We also have a Mental Health Support worker, Mrs. Lora Newman, who works within the school for half a day each week to support children with high levels of anxiety who do not meet the criteria for CAMHS support.

We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

Trevithick Learning Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for children's SEN/D. The SENCO's are the designated person responsible for liaising with the following:

Education Psychology Service  
County Autism Team  
Occupational Therapy  
Physiotherapy  
Community Paediatricians  
Dietician  
School nurse  
Specialist Epilepsy nurse  
Child and Adolescent Mental Health Service (CAMHS)  
Cognition and learning team  
CASDAT  
Social Services  
Speech and Language Service  
Alternative augmentative communication Team  
Hearing Support Team  
Service for the Visually Impaired  
Sensory Support Services  
Early Years Area SENCO  
Early Years Inclusion Team  
Portage  
Family Information Service  
Family Support  
Sallywaggs  
Early Help Hub  
Penhaligon Friends  
EAL diversity  
Specialist Outreach Services  
SCIPP Partnership  
Etc.

#### **5.15 Complaints about SEN provision**

Parents who believe their child's needs are not being met within school are asked to meet with the Head teacher to talk through their concerns in the first instance. Where concerns persist, parents are asked to write to the chair of governors.

### 5.16 Contact details of support services for parents of pupils with SEN

The Family Information Service is the main signposting service for parents and carers of children aged up to 19, or 25 if he/she has additional needs. Tel: 0800 5878191 Web: [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

The Early Help Hub is the primary point of contact for parents seeking support for their child.

General enquiries; 01872 322277

### 5.17 Contact details for raising concerns

In the first instance we would recommend talking to your child's class teacher. Further to this you may contact the SENCO's or Head teacher to discuss matters further. Please ring the school office and ask to be transferred Tel: 01209 713460.

### 5.18 The local authority local offer

Our school offer can be found in policies

Our local authority's local offer is published here: [Local Offer](#)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Miss. N. Garge, KS2 SENCO, annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- 1) School local offer
- 2) Accessibility plan
- 3) Positive behaviour policy
- 4) Anti-Bullying policy
- 5) Safeguarding

<b>Approved by:</b>	<b>Date:</b> November 2021
<b>Last reviewed on:</b>	November 2021
<b>Next review due by:</b>	September 2022