



'Dream Drive Duty Dazzle'

Our 'local offer' for Special Educational Needs and Disability (SEND)

"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".

Trevithick Learning Academy is a thriving primary school in Camborne, Cornwall. Our school is a place of learning, laughter and fun. We strive to nurture independent lifelong learners who are creative, confident and happy in an inclusive environment where the Trevithick core values – **Dream, Drive, Duty, and Dazzle** are paramount.

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.

Our academy staff are hardworking, dedicated and committed to providing an environment where pupils make good progress. They are enthusiastic about making learning fun. Every child is valued and encouraged to develop to their full potential.

Some children find certain aspects of their learning challenging. Our Special Educational Needs policy is designed to support these children enabling them to overcome these hurdles and achieve the highest standards. We welcome all children to our school and will make every effort to adapt teaching and learning to support a child's educational development. We have a skilled and dedicated staff who treat everyone as an individual and celebrate all achievements.

The school has an Area Resource Base (ARB) which supports up to 30 children with moderate to severe learning difficulties. The school is fully inclusive and able to cater for all pupils regardless of disability. The ARB offers a specialised learning environment designed to support children to access their learning. The whole school is fully accessible with all rooms and play areas on one level. The school also has two minibuses regularly used for school trips in order to offer an immersive experience for children's learning.

We enrich children's literacy through the magic of stories. We support reading and writing using the Read, Write Inc. Phonics programme and offer speech and language therapy input in class and delivered one-to-one following recommendations from the speech and language therapist. Staff are trained to identify and support a variety of special educational needs. We are lucky to have three Autism Champions, three Trauma Informed Schools Practitioners and a School Mental Health Lead, within the school.

Trevithick Learning Academy:




- Has a positive learning environment where children develop skills and learn how to apply them in a concrete and meaningful way.
- Encourages, supports and challenges all pupils to achieve their full potential
- Embraces individual needs and promotes pupils self esteem
- Develops and supports children to be healthier and more independent
- Provides a caring, safe and secure environment where children's difference and opinion is valued
- Promotes proactive working partnerships with parents and carers
- Works closely with external agencies to engage the appropriate support for children.
- Works to support the holistic needs of the child by supporting children's families.
- Teaches pupils to communicate effectively, to be independent and to make good choices.
- Utilises the community effectively to enhance the learning curriculum and to support pupils to practice and extend their social skills.
- Develops pupil's self-esteem, confidence and independence for their continued learning journey, both socially and academically.

Our first priority for every child is for them to feel; safe, secure and valued. All classes are fully inclusive. Support for children is determined by individual needs and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at Trevithick Learning Academy children may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to the 'typical' levels of provision as such levels of support and provision will vary across time for individual children in response to their individual needs.




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Mrs Rebecca Hallett Tel: 01209 713460 E: rhallett@trevithick.cornwall.sch.uk (EYFS/ KS1)
Add: Trevithick Learning Academy, Mount Pleasant Road, Camborne, TR14 7RH.

The levels of support and provision offered by our school




1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The views and opinions of all students are valued.</p> <ul style="list-style-type: none"> • Student voice is represented in all aspects of school. • Each class has two school council representatives. • Teachers and Teaching assistants meet and greet all pupils and parents every morning. • We hold three assemblies each week to celebrate successes. • All pupils have access to a 'trusted adult' throughout the school day, in class, with the pastoral team or with one of our Trauma Informed schools Practitioners. • We have a Family Liaison officer and learning mentor available full time. • We have three Trauma Informed Schools Practitioners, three autism champions and the school embraces the Restorative approach and emotions coaching as our culture of communication. • We have suggestion boxes in each class where pupils can put forward ideas or comments and these are reviewed and taken forward by school council members. • Through assessment and self assessment (pupil conferencing) • Daily circle time • 'I wish my teacher knew' boxes in each class. 	<p>Students with SEND are included in all consultation groups.</p> <ul style="list-style-type: none"> • Learning plan review meetings, where children are involved in setting their own targets. • Pupil council meetings • Mental health and wellbeing questionnaire • Trauma Informed schools interventions • Pastoral support • Family support 	<p>Individual support is responsive to the views of the student.</p> <ul style="list-style-type: none"> • Student's views are an integral part of TAC meetings and SEN reviews, allowing children to voice their opinions. • EHCP review process including 'All About Me' documentation. • Students are supported in person centred planning and target and outcome setting. • Access to a trusted / key adult with three Trauma Informed Schools practitioners available to advocate for the child • Alternative communication methods used where necessary to collect all pupils' views - Makaton / BSL / Pecs and signing.

2. Partnership with parents and carers




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The school works in partnership with all parents and carers.</p> <ul style="list-style-type: none"> • The parents/carers of all students are invited to attend termly parent/carer evenings. • We have open afternoons each half term for parents/carers to visit their child's class, see their work and find out more about what they are learning. • Students' reports are sent home once a year after the spring term. • Parents/carers know exactly who to contact if they have any concerns. • Home/School Agreement • 'Open door' policy throughout the school • All children have reading diaries that are also used for communication where appropriate. • We produce a weekly news item that is recorded by the headteacher and available through the school facebook page. • We operate a text service to alert parents to any specific news. • We have a Facebook page and school website which enables parents/carers to see and understand more about what their child is learning. • We offer curriculum workshops • Sports Day, Sports presentation evening, Celebration of Achievement, School Production, Carol Service, Harvest celebration, etc. 	<ul style="list-style-type: none"> • Parents/carers are invited to attend support meetings to review their child's learning and agree provision and targets with the school SENCo and class teacher. • Adhoc / informal meetings with class teacher/ SENCo • SEND parent questionnaire/ coffee mornings • Transition meetings with SENCO, class teacher and parent • Staff are available to discuss any concerns at any point if parents wish to book to see them at reception. • Parents/carers are encouraged to join in with school trips. • Parents/carers are encouraged to engage in one-to-one reading. 	<p>Parents/carers are supported in attending, and are actively involved in meetings and reviews.</p> <ul style="list-style-type: none"> • EHCP Annual Reviews. • Team around the Child (TAC) meetings. • Child in Need (CHIN) meetings. • Child Protection meetings (CP) • Children in Care reviews (CIC) • SEND Parental questionnaire / Coffee Mornings. • Signposting to the Care in Cornwall (Cornwall Family Information Service) website / SENDIASS team, Early Help Hub (EHH) and other appropriate external agencies. • Ad hoc meetings as required (help with forms, systems and procedures). • Home / school communication book

3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The curriculum is designed to ensure the inclusion of all students.</p> <ul style="list-style-type: none"> • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • Detailed planning for all subjects with differentiated outcomes. • Ongoing assessment of pupil's progress and attainment • Pre-teaching vocabulary • Visual timetables in all rooms • Multisensory storytelling approach • Maths toolkits (concrete resources) • Effective use of ICT across the curriculum • Opportunities for all pupils to learn through individual and group discussion. • Opportunities and promotion of independent working. • Effective feedback is used to move pupils on in their learning. • Children have 'talking partners'. • Structured routines are followed. • Whole school rewards/ behaviour policy • Opportunities for reflection on work. • All classes are well supported by teaching assistants for both academic and emotional needs who model and explain effectively. • Class teachers effectively utilise teaching assistants to provide targeted support when 	<p>Intervention packages are bespoke and needs led.</p> <p>The progress of students taking part in intervention groups is measured on a regular basis, on shared trackers and during pupil progress meetings with class teachers, the head teacher and the SENCO's. The intervention packages are adapted in light of student progress.</p> <p>Tailored timetables and curriculum provisions may include small group work as well as specialised interventions;</p> <ul style="list-style-type: none"> • Fresh Start reading programme • Flashcards (Fry instant words) • Nessy • Flashcards for number bonds and times tables) • Rekenreks • Daily dictation • Write from the Start pre-writing intervention • Speed up handwriting programme • Reading Doctor • Precision teaching • Phonological awareness • Read, write Inc. top ups • Dyslexia support and resources 	<p>Students with special educational needs and/or disabilities should be able to access the curriculum with reasonable adaptations that allow them as much independence as possible and that is beneficial and appropriate to their learning journey.</p> <ul style="list-style-type: none"> • Ongoing review of Individual Education Plans • Regular contact with parents • Support from specialist professionals • Multi agency meetings to review areas of difficulty and levels of support • Differentiated timetable and activities • Individualised learning programme • Use of a range of specialised environments • Home/School communication book • Three Autism Champion working alongside the ASD team • Additional Sensory input in collaboration with the Occupational Therapy service/EP Service/Outreach Service • Three Trauma informed school practitioners to support pupils in being 'Calm and alert'. • 1-1 TA support as appropriate without impacting on a child's independence.

<p>needed and then withdraw to promote independent skills.</p> <ul style="list-style-type: none"> Regular trips offer first hand experiences and opportunities for children to draw upon in their learning. 	<ul style="list-style-type: none"> Use of technology, Makaton, symbols, Object of reference, Clicker, Reading Doctor, iPad apps (as identified), etc. Task Management boards Visual cues speech and language keyboard skills social skills Trauma Informed schools Mental Health Support Team support Fun Fit Movement breaks Physiotherapy Individual behaviour management plans Manual handling plans Intimate care plans 	
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> All pupils must feel safe, secure and valued in order to be able to access learning. The whole school uses a 'dyslexia-friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students. All classrooms have 'really useful' boxes of supportive resources as well as flow charts of how to support common difficulties. 	<ul style="list-style-type: none"> Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> ensure understanding facilitate learning foster independence keep students on task. Personal workstations support independence and eliminate distraction. 	<ul style="list-style-type: none"> Personalised and highly differentiated work is provided enabling independent learning. One-to-one support is in place for students who need more intensive support Teaching at times can be in separate rooms/areas of school Access to resources such as sensory equipment, spaces, activities. Sensory circuits/ movement breaks

<ul style="list-style-type: none"> ● Learning Objectives are displayed and discussed. ● Opportunities for self-assessment and peer assessment ● Differentiated success criteria ● Students' work is regularly marked. Teachers use a 'Dream' stamp to extend learning. ● Effective feedback is used to move pupils on in their learning. ● Literacy/Numeracy is a priority for all staff: key vocabulary and key terms are displayed and discussed/ pre-taught. ● Alternative ways of recording are used. ● A structured and consistent environment within each class ● Consistent routines and systems across the whole school ● Whole class, small group, partner and independent work. ● Daily handwriting and spelling practice. ● High expectations are made explicit. ● Encouragement and praise are used effectively to engage and motivate children. (Dojo points) ● Time for reflection and response ● Topic homework is set throughout the school. ● The school holds regular trips for all children to offer real life, immersive experiences. ● All topics include outdoor trips and/or visits from speakers. ● Access to online learning ● Class and school rules are consistently emphasised and a positive approach to these is adopted at all times. ● Whole staff SEND training and information sharing. Through staff meetings, TA meetings and Whole school training sessions/ twilights. ● Regular SEND updates for teaching staff regarding individual students. 	<ul style="list-style-type: none"> ● Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> ○ Chrome books ○ IPADS ○ Talking tiles ○ Clicker sentences ● Homework support is available ● Additional visual clues and guidance ● Individual targeted questioning ● Processing time and support given before responses are required. ● Pre-teaching is used to support children preparing them for their learning ● Individual Learning plans and Pupil passports ● ASD friendly strategies embedded across the curriculum. ● 3 x Autism Champions within School. ● Coloured papers, coloured exercise books, coloured overlays, where appropriate. ● Individual ICT options encouraged, e.g. coloured screen changer, where appropriate. ● Laptops and specialist ICT programmes for student use, where appropriate. <p>The following interventions are available:</p> <ul style="list-style-type: none"> ● Phonological awareness ● Write from the start pre-writing programme ● Speed up handwriting programme ● Keyboard skills ● Reading Doctor ● Freshstart ● Movement/ sensory breaks ● Phonics RWI ● Dynamo maths ● Fun fit ● Speech and language ● Fry instant flashcards ● Number / times table flashcards 	<ul style="list-style-type: none"> ● TEACCH approach, with individual work activities used where appropriate ● Advice and support from external specialist i.e. Autism advisor, educational psychologist, speech and language therapist, etc. ● Individual timetables to support inclusion ● Class teacher / TA attendance at EHCP Annual Reviews to inform planning. ● Specialist resources and equipment. ● Support from partner/ external agencies.
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	<ul style="list-style-type: none"> • Work/ rewards systems • TIS support • Truggs • Nessy • Precision teaching • And many more as identified 	
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Multi-sensory storytelling approach • Maths Toolbox (concrete resources) • A box of resources is available in all class-rooms containing overlays, highlighters, tinted exercise books, etc. which promote independence. • Clearly labelled and laid out classrooms • Whole school accessibility • Adult modelling of expectations and interactions • Classroom monitors with specific responsibilities • School buddies system • Personal Social Health Education (PSHE) standalone curriculum / embedded across all curriculum areas of school. • The Trauma Informed Schools approach is embedded across school • Consistent routines and behaviour expectations • Whole school rewards and behaviour policy (Dojo points) • Medical protocols 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence. • Students have personalised equipment to help them to learn, such as talking tins, overlays, timers and workstations where appropriate. • Technology is available to aid independence e.g. voice recognition is available on all school iPads • Students have access to : <ul style="list-style-type: none"> • visual timetables • schedules • social stories • prompt cards • Access to the school learning mentor • TA modelling / supervision at play and other unstructured times • Task Management Boards • Intimate care plans (targets working towards independence) • Access to Trauma Informed schools practitioners and SEN support workers. 	<ul style="list-style-type: none"> • Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers, AAC, specialist equipment. • Students have access to : <ul style="list-style-type: none"> ○ visual timetables ○ task cards ○ prompt cards ○ traffic light system ○ time out cards • Intimate care plans following advice from professionals aiming towards independence. • Communication aids • Back chaining methods to encourage self-help and independence through repeated success. • Now and Next boards • Individual visual timetable/ schedule • Timetabled and impromptu sensory / movement breaks.

<ul style="list-style-type: none"> Outdoor opportunities to challenge; Three peaks, weekly coastal walking, swimming, surfing, camping, etc. 	<ul style="list-style-type: none"> Positive behaviour support plans which can include time out cards and adapted curriculum as appropriate. Agreed approaches to self regulation Controlled choices Rewards systems Visual reminder cards for behaviour Movement breaks and timers 	<ul style="list-style-type: none"> Practical assistance for physically impaired / disabled students. Supported access to extracurricular activities, where appropriate. Break and lunchtime supervision, where appropriate. Individualised rewards / incentives scheme. Referrals to and liaison with external agencies / community groups and social inclusion schemes.
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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 
<p>All pupils must feel safe, secure and valued in order to be able to access learning.</p> <ul style="list-style-type: none"> Whole school PSHE curriculum including psycho education, mental health and well-being. Positive learning environment with excellent staff role models Focus on developing confidence and self esteem (Voice 21 project) Peer mentors/buddies are trained to support fellow students. The Restorative Approach is applied throughout the school to develop resilient pupils who accept accountability for their actions and behave appropriately as part of the community. Displays in the hall to celebrate children's achievements. Weekly celebration assemblies. 	<ul style="list-style-type: none"> A base is available for vulnerable students to take 'time out' and find support at lunch times. Trauma Informed School trained practitioners Risk assessments are carried out. Increased time allocated to emotional development and understanding Specific medical routines (Diabetes) Social stories Parent liaison and learning mentor. Draw and talk Bereavement counselling available on request Agreed pupil communication support plans shared with staff including; safe touch, appropriate, interaction bids, safety plans, etc. Golden Books to focus on positive events in school Visual Cues/individualised emotional support/ Bear feeling cards/ feelings fans Family support/ SCIP support 	<ul style="list-style-type: none"> TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. Additional support for students can be requested from <ul style="list-style-type: none"> CAMHS Social Care Dreadnought Aspires Penhaligon's Friends Music therapy Clear Kooth Etc. Students with specific medical conditions have individual health care plans. Increased joint working between parents, school and multi agencies Individual sensory/ movement breaks

<ul style="list-style-type: none"> • The contributions of every child are valued, secure and supportive learning environments. • Risk assessments • A body of staff trained in first aid to ensure the safety of students • Mental health first aiders • Regular whole staff training • Whole school PACE approach • Learning mentor • PE coordinator/ Coach • Sports fixtures arranged to aid resilience and emotional well-being • Healthy schools Status • Bikeability • A variety of extra-curricular clubs. • Breakfast club • After School care provision • We are a Trauma Informed School and have three practitioners working with children and supporting staff to adopt an emotions coaching approach to identifying a pupil's holistic needs and barriers to learning. • Dedicated Safeguarding officer. • Praise and reward system. • Camp and residential trips • School mental health lead • School council also act as Mental Health and well being advocates • Mental Health Support team worker in school weekly. • Worry boxes in all classrooms 	<ul style="list-style-type: none"> • Mental health support worker • Agreed strategies for self regulation • Movement breaks • Speech and language support • Pastoral team check ins • Daily affirmations in classes • Regular contact with vulnerable children's parents • Lunchclub by year group 	<ul style="list-style-type: none"> • Individual behaviour plans. • Individual risk assessments • Intimate Care plans • Timetabled and well planned access to offsite educational opportunities and life skill opportunities. • Team around the Child (TAC) meetings. • Child in Need (CHIN) meetings. • Child Protection meetings (CP) • Annual Review / EHCP meetings. • Targeted off site provision to address
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7. Social interaction opportunities



<ul style="list-style-type: none"> • All children have the opportunity to attend whole school trips/visits and shared experiences. • Students feel safe in an environment where bullying is dealt with effectively. • There is a named, 'Designated Safeguarding Officer' (and deputies). • Risk assessments determine the level of support required for each child • A Restorative approach to conflict resolution and resilience. • Wide variety of weekly extracurricular activities. • Learning to learn week. • Topic introduction trips. • Sports day and sports competitions throughout the year • Assemblies, School Production, Carol Service, Celebration of Achievement evening, Sports presentation evening, School Prom, Immersive literacy visits • Playground buddies • Forest schools/ Beach schools • Surfing / swimming/ coastal walking as part of the curriculum • Annual overnight camping from year three • Lunchtime nurture groups • TIS group interventions 	<ul style="list-style-type: none"> • Peer mentors/buddies for vulnerable children and young people. • Autism champions ensure social interaction opportunities for students with social communication and interaction difficulties. • Close, targeted supervision for key pupils at lunchtime on the playground. • Social skills groups • Learning mentor available full time. • Trauma Informed schools practitioners available to support emotional resilience • Small group social skills programme. • Behaviour support interventions / PSP's • 1-1 support at break and lunchtime as required, including access to extracurricular activities and trips. • Pastoral meetings to discuss support for vulnerable pupils 	<ul style="list-style-type: none"> • All staff are able to use social stories with individual students. • Students individually supported by TAs to enable their attendance at extracurricular activities. • Referrals to community groups and social inclusion schemes; Aspires, dreadnought, Wave Project, etc. • Individual adaptations to timetables to allow for integrated working with others.
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8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<ul style="list-style-type: none"> ● All areas of the school are uplifting, positive and support learning. ● All areas of the school are accessible and on one level, well lit and well-resourced. ● Visually clear classrooms ● Stimulating external play areas ● Accessible toilets ● Appropriately sized tables, chairs and furniture for each class to give full access for pupils. ● Teachers focus on rewarding good behaviour to promote a positive learning environment (Dojo points) ● The rewards and sanctions system is robust and displayed around the school. ● Interactive displays ● Every class has: word walls, rich vocabulary, visual timetables, targets boards ● A tool kit for literacy/maths is accessible ● Children have access to whiteboards, digital cameras, iPads and chrome books. ● Flexible learning – inside and outside ● Reflection space in all classrooms ● Book corners in classrooms ● Water available in all classrooms ● A well-resourced school library ● Lego and play dough in every class ● Areas of the playground designated for different activities and appointed supervision. ● DDA compliance policies in place. ● In school risk assessments are reviewed annually with an external H&S adviser. ● Trained outdoor education officer with oversight of risk assessments for all trips and visits. ● Medical / First Aid Team. ● Single equality scheme in place. ● Equality and Diversity Policy. ● School Accessibility Plan. 	<ul style="list-style-type: none"> ● Personal workstations as appropriate ● Adapted PE equipment available. ● Adjustable chairs/ tables available. ● Accessible toilets ● Quiet areas (tents/ reading corners) ● Reflection areas ● Skilled management of medical needs and regularly updated training: Epilepsy, Diabetes, Allergies etc. ● Liaison with medical professionals. ● Fire safety PEEPS (Personal Education Evacuation Plans) ● Regular meetings with SENDCo and Pastoral team ● Reasonable adjustments made as required. ● Sensory areas ● Access to wobble cushions, theraband, weighted blankets, lights, whitenoise, ear defenders ● An EYFS and Year one SEN hub space 	<ul style="list-style-type: none"> ● Specialist equipment in practical lessons enables disabled students to be independent. ● Classrooms/halls/corridors are made accessible for young people with sensory needs through individual resources. ● Designated teaching areas for identified pupils ● Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards ● Specialist equipment such as overhead hoists, specialist seating, standing frames provided through the school, on the advice from therapists and health colleagues ● Specialist communication aids ● A 'distraction free' area can be set up for a child as needed within the class space. ● Specialist mobility equipment /regular training. ● Liaison with external professionals e.g. the equipment loan store. ● Care plans jointly written with medical professionals and parents / carers. ● TA support where relevant for access to disabled facilities, physiotherapy and intimate personal care. ● Individual student's Risk Assessments. ● Individual Intimate care plans, Manual handling plans, behaviour management plans.
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<ul style="list-style-type: none"> SEND Policy and information report. 		
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> Opportunities for all parents to meet their child's new teacher from nursery to reception. Visits to preschools/nurseries by reception teachers to meet the children and find out about them ready for transition. Transition programme for new reception children Pass up days for children to meet their new teacher and see their new classroom. 'Meet the teacher' afternoons for parents to meet their child's new teacher and hear about the year ahead. Meetings are held between the present and the next class teacher to discuss each child, their progress, needs and circumstances There are strong links with local secondary schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3 Secondary staff visit our school to meet transitioning pupils. Taster days for students in years 6 and all students invited to attend Summer School. Visuals of new teaching staff, the classroom, playground and a countdown calendar for the summer holiday. 	<ul style="list-style-type: none"> 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition Students identified as possibly struggling with transition have many additional visits in small groups or individually with a teaching assistant. A communication passport is put together Transition booklets prepared for all SEN children with pictures of their new teachers, teaching assistants, support staff, classroom and colour coded calendar for the summer holidays. Learning Passport review meetings with Parent / Carer, SENDCO and key workers. SENDCo termly review of all SEND students' progress. Peer mentoring from feeder secondaries. Planned transitions with parents where pupils may benefit from a gradual start. 	<ul style="list-style-type: none"> Careful planning during EHCP reviews. Individualised planning of entry with straight or staggered start. Students have a structured transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. The secondary SENCO attends year 6 annual EHCP reviews (with parental permission) along with the pupil. On occasion the student may have a key worker who spends time with them in primary school before supporting them in secondary school. Identified transition in the summer term Advice from other agencies to support individual transition Early support meetings

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	Early Help includes help provided in both early childhood and early in the development of a problem. Early Help is available to children and young people of all ages from pre-birth up to the age of 18, and up to the age of 25 where young people have special educational needs or a disability.	01872 322277 https://www.cornwall.gov.uk/health-and-social-care/childrens-services/early-help/#ehh
Autism Spectrum Team	The Autism Spectrum Team in Cornwall plays a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families. Professionals within the Autism Spectrum Team promote a joint problem solving approach and promote interventions that are evidence based.	01579 341132 https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/educationalpsychology@cornwall.gov.uk
SEN Consultant (Autism)	Independent SEN consultant who gives support and advice for professionals and parents for children with a range of needs but specialising in those on the autistic spectrum.	Andrew Mercer ajfm2011@gmail.com 07905814584
Educational Psychologist	Offer the following support: <ul style="list-style-type: none"> - Consultations with parents and staff - Assessment for individual pupils - Advice on strategies to support children and young people - Attendance at multi-agency meetings and review meetings - Contributing to statutory assessments and Single Education and Health Care Plans - Training for school staff, other professionals, parents and young people - Individual, family and group therapeutic interventions 	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/ 01579 341132 educationalpsychology@cornwall.gov.uk

	- Coaching/supervision for teachers and other staff	
Occupational therapist	Occupational Therapy (OT) aims to support children and young people in getting the most from their lives and achieving their potential. The OT will assess your child's functional and sensory needs and will work with you and your family to enable your child to become as independent as possible. This is likely to include activities designed to increase range of movement, co- ordination and sensory awareness. The OT will give advice on personal care, play, schoolwork, and leisure activities. Hand splints may be supplied for comfort and development of skills. Specialist equipment to promote function and learning may be provided to help your child at school or home. This may include specialist seating.	https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=YYJ9TTphYo 0300 1234 101
Physiotherapist	The physiotherapist will assess your child's movement abilities and plan a treatment programme suited to his/her needs, designed to encourage development and independence. They will show you, and others involved in your child's care, how to carry out the exercises and activities, as your child will need to practice them regularly.	rch-tr.TherapyReception@nhs.net . 01872 253738.
Dietician	The Children's Community Dietician provides dietetic support to disabled children, their families and the professionals who work with them. Our focus is on children who are eating and/or drinking and who are at risk of under-nutrition. We do this by providing <ul style="list-style-type: none"> ● Open access sessions where you can get advice about common eating and drinking problems. ● Nutritional training and support for the teams who support and work with you. 	Julie Dutsan Tel: 01209 213927

	<ul style="list-style-type: none"> Assessment and advice for individual children who have significant nutritional difficulties affecting their growth. 	
LEAF	<p>Leaf 0-6 years (Lifestyle, Eating, Activity for Families (LEAF) for 0 - 6 years)</p> <p>This is run in partnership with Royal Cornwall Hospital Trust and forms a Multi Disciplinary Team Obesity Clinic that brings together the expertise of dietitians, physical activity specialists and paediatricians. The programme runs over four months. The content of this programme includes:</p> <ul style="list-style-type: none"> - Individualised assessment with the Community Paediatrician, Children's Dietician & Physical Activity Advisor - Group sessions, exploring topics to help manage children's weight including: balanced nutrition, healthy foods, food labelling, internal and external triggers, behaviour change, routine and activity - Individualised follow-up assessment with the same team <p>Longer-term follow up is carried out by their primary health care worker e.g. health visitors or school nurses and signposted to other programmes for ongoing support.</p>	LEAF.programme@nhs.net
Speech and language Therapist	<p>Speech and language therapists specialise in the diagnosis, evidence based treatment and management of communication and oro-pharyngeal swallowing disorders. Therapists work directly with patients, their carers, families and with ward staff and other health care professionals.</p>	<p>https://www.cornwallft.nhs.uk/request-for-help-information-https://forms.office.com/pages/responsepage.aspx?id=sITDN7CF9Ueylge0jXdO4zNnVQ1JgqxDMjt2uINDqQJUNDdXRVBDSIVRT1hNRVU1MjY5M0xWUVZPTyQIQCN0PWcu</p>
Alternative augmentative communication Team	<p>Support the use of PECs / Makaton / visual communication environments and Alternative and Augmentative Communication (AAC) and give</p>	<p>https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/augmentative-and-alternative-communication/</p>

	support to parents /carers and local settings in how to take these systems forward.	
Child and Adolescent Mental Health Service (CAMHS)	<p>The service helps children and young people deal with emotional, behavioural or mental health issues. These include:</p> <ul style="list-style-type: none"> - Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem. - Problems with your behaviour e.g. violence, destructiveness, self-harm, hyper-activity, over-sexualisation and obsession. - Relationship problems, including difficulties in the family, with friends or colleagues, in school or the community, as well as difficulties associated with attachment and loss. - Problems with development or disability e.g. bed-wetting and difficulties with eating, sleeping or talking. - Emotional problems linked to physical health issues e.g. difficulties with taking medication as prescribed by a doctor. <p>We offer lots of different kinds of support and have a wide range of people who are trained to help. These include social workers, doctors, nurses, psychologists, mental health workers and other therapists.</p>	https://www.cornwallft.nhs.uk/camhs/
Social Care	The children's social care offices are open from 8.45-5.15pm on Mondays-Thursdays and from 8.45-4.45pm on Fridays. When the Social Care offices are closed you can call 01208 251 300 in an emergency only.	https://www.cornwall.gov.uk/health-and-social-care/
Hearing Support Team	The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/hearing-support/ Hearing Support Team The Educational Audiology Centre Priory Road

	permanently by some degree of educationally significant hearing loss.	St Austell PL25 5AB 01726 226882 sensorysupportservice@cornwall.gov.uk
Cognition and learning team	<p>Cornwall Children Schools and Families support schools in including all children and young people on the dyslexic spectrum by providing (as outlined in the SEND&I services brochure):</p> <ul style="list-style-type: none"> ● Solution focussed work around the needs of individual children and young people. This may involve assessment and/or observation but mainly focusses on the resulting provision; ● support for SENCOs, class teachers, TAs, etc. in meeting the needs of individual children and young people; ● support for Head teachers and SENCOs in developing whole school frameworks and strategies to ensure the inclusion of children and young people; ● support for schools in ensuring the attainment gap narrows for children and young people; ● training 	Cognition and Learning Service 01726 226882
Physical and medical needs team	<p>Our key services include:</p> <ul style="list-style-type: none"> ● Advice on access to school equipment, resources, classroom and wider school environment ● Advice on transitions for students with physical and/or medical needs ● Advice on risk assessments for pupils with physical and/or medical needs ● Advice on enabling and engaging pupils with physical and/or medical needs. ● Advice and guidance to support pupils with Developmental Co-ordination Disorder 	Physical and Medical Needs Advisory Service 01726 226882 https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/physical-disability-or-medical-needs/

	<ul style="list-style-type: none"> ● Advice on use of I.T to promote inclusivity and independence throughout a student's journey ● Brochure for school 	
School Nurse	School nurses offer health assessments to all children when they start primary and secondary school. Yearly health assessments are also available and are routinely provided to children in care. Children in reception and year six have the opportunity to be weighed and measured. This information is used by the NHS to help plan and improve services for children.	https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/
Family Support	<p>Family Support - can help you with...</p> <ul style="list-style-type: none"> - Bedtime routines - Mealtime routines - Advice on getting ready for school - Understanding your child's behaviour and how to respond - Point you in the right direction for housing, benefit and debt advice - Information about work or training <p>We help you tackle the things that are problems for you; sometimes we introduce you to other professionals with the expertise to better meet your needs.</p>	https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0
Community Paediatricians	<p>Community Paediatricians work specifically with children with individual needs across the county.</p> <p>We have training and experience in working with children who have physical disability (e.g. Cerebral Palsy), learning difficulties, social communication disorders (e.g. Autism) and other long-term disability.</p>	<p>Medical Secretaries Liz Taylor Tel: 01872 254514</p>
Epilepsy Nurse	Heather Sullivan and Caryn Jory, Epilepsy Nurse Specialists who see children who have a learning disability and epilepsy	https://www.cornwallft.nhs.uk/paediatric-epilepsy-nurse-specialist-service/

Educational and provision Team	The SEN Assessment and Education Provision Team aims to work in partnership with the integrated support services, with parents and the other agencies involved with children with special educational needs to ensure a user-friendly service to all.	Edu https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/educational-psychology/
Supporting Change in Partnership (SCIP)	Supporting Change in Partnership (SCIP) is solution focused, fosters new skills in families and celebrates success. SCIP is a practical way of working in partnership with families towards their goals. SCIP is a preventative, time limited approach that sets out to improve outcomes for children and their families. SCIP aims to respond quickly to children, young people and their families needs.	https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=PQQWR1b6kmc
Service for the visually impaired	<ul style="list-style-type: none"> • Specialist specific teaching for learners with visual impairment (for example Braille) • Specialist teaching in using assistive technology for our learners with the most significant visual needs. • Mobility and orientation training for our learners with the most significant visual needs. • Functional visual assessments, followed by written reports and advice. • Support and advice for families of young children following diagnosis. • Training for staff working with our learners. • Specialist advice on the adaptation of educational materials to allow our learners equal access to the curriculum. • Advice on specialist equipment which may enhance learning opportunities. • Statutory reports such as Statement advice, Annual Review advice. • Liaison with a range of other professionals from Health, Social Care and the Voluntary Sector. 	https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/

Portage	We work with pre-school children aged from 6 months to 3 years who have significant and complex additional needs.	https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=PnNjIWhIsHM
Early Years Inclusion Team	<ul style="list-style-type: none"> • We will model inclusive practices and activities for pre-school staff. • We will model the recommendations suggested by the Senior Locality SENCO or Educational Psychologist. 	https://www.cornwall.gov.uk/schools-and-education/pre-school-and-early-years/early-years-service/
Parent Partnership Service	<p>Our friendly and dedicated team can provide information, advice, support and training for parents and carers of children with special educational needs to make informed choices about their child's education.</p> <p>Our service is confidential, independent, impartial and free.</p>	https://cornwallsendiass.org.uk/
Penhaligon Friends	We are a Cornish charity supporting bereaved children, young people, parents and carers throughout the county. We offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	https://penhaligonsfriends.org.uk/
EAL Diversity	The Equality and Diversity Service works strategically across Children, Schools and Families and in partnership with schools and other agencies to promote Equality and Diversity in Cornwall. We are committed to the principle that everyone is entitled to equal rights regardless of age, race, gender, disability, sexual orientation, religion or belief, marriage and civil partnership, maternity and pregnancy and gender reassignment. (The 9 protected characteristics described in the Equality Act 2010.)	https://www.supportincornwall.org.uk/kb5/cornwall/directory/site.page?id=xxuGErjgHQ4

Answers to Frequently asked Questions

Please see below answers for some potential questions you may have about the school. Please do however, contact us on 01209 713460 or at ngarge@trevithick.cornwall.sch.uk / secretary@trevithick.cornwall.co.uk should you need to ask anything in relation to our Local Offer.

1. How does Trevithick Learning Academy know if children need extra help and what should I do if I think my child may have special educational 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*)

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.

Assess - In identifying a child as needing special educational support the class teacher, working with the SENCO, will carry out a clear analysis of the pupils needs. This analysis draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from pupil progress meetings; making comparisons to their peers and national data, the views of the parents, pupils and where available any existing advice from external support services. Where it is decided that a pupil does have an SEN, the decision is recorded on the schools 'register of need', and the parents are formally notified.

Plan – The teacher, SENCO, parents and pupils (where appropriate) in consultation will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do – The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they continue to retain responsibility. They work closely with the teaching assistants or specialist staff involved, to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching. The SENCO supports the class in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review – The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents in line with the agreed review date. The class teacher and SENCO will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil continues to make less than expected progress, despite evidence based support and interventions the school may, with the agreement of the parent, involve specialists and outside agencies. SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, they have not made expected progress, the school and/ or parents should consider requesting an Education, Health and Care needs assessment.

The purpose of an Education, Health Care (EHC) Plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care. An EHC plan should be a forward-looking document that helps raise aspirations and outline the provision required to meet assessed needs to support the child in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package.

Some children may transfer to us with an existing identified need. The child's previous school will forward any information on assessment and provision for the child so that we can mirror or devise more appropriate support within our setting.

If, at any time throughout the child's time at school, a parent or teacher may have a concern about a child in regards to learning. They may contact the school SENCO directly and talk through these concerns, calling for further support or provision for their child as appropriate. The School SENCO will carry out observations of a child and recommend strategies for support. We appreciate that parents know their children best and it is important that all professionals listen and understand parents' concerns about their child's development.

All children accepted for a place within our Area Resource Base (ARB) will have an Educational Health Care Plan. Staff working within our ARB are well trained and can provide specific support to suit each child's individual needs. Additional training is sought in relation to children's individual identified needs.

The school runs an open door policy so parents can speak to teachers or ask at reception to see the SENCO or member of the senior leadership team at any time.

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

The school governors are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Head teacher. They receive collated and anonymised data about the progress of groups of children and hold the head to account for how good this is, in comparison to nationally similar groups of children. Your child's class teacher retains responsibility for the day-to-day teaching and assessment of your child and is always available to discuss concerns or information. Our school SENCOs work Four days a week (EYFS/KS1 Mon/ Tues/ Thurs/ Fri) and (KS2 Mon/ Tues/ Wed/ Thurs) they are available to meet with or to speak on the phone during these times, should you have any concerns about your child's progress or provision.

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

Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been written by staff to enable all pupils to access each subject in a meaningful and purposeful way. We believe learning is richest when children have first hand experiences. Our curriculum is crammed with activities and events that not only contextualise learning, but motivate and thrill the children.

We love the outdoors! At Trevithick, outdoor learning begins in the Early Years and KS1 at our “Venture Centre” Forest School and Beach school. It continues with children gaining enough knowledge and skills to survive a challenging bushcraft camp in Year 6. Our Venture 60 outdoor challenges drive our outdoor curriculum.

The school delivers literacy through storytelling which is a multisensory approach and a repetitive format that helps pupils to build upon their skill sets. Booster sessions are organised for pupils who require extra support, matched to their level of learning and need. Staff follow advice from professionals and as needed may build in; motor skills programmes, heavy work, sensory diets, Picture Exchange Communication systems (PECs), Speech and Language therapy, etc.

Within the ARB every child has a personalised learning programme which includes differentiated (individualised) learning outcomes for every subject and individual expectations. We use a holistic approach to teaching, promoting life skills to help children learn as part of a group as well as an individual.

4. How will The Trevithick Learning Academy staff support my child?

All pupils need to feel safe, secure and valued in order to access learning. Each class has on average, one teacher and one teaching assistant to 30 children although this can vary slightly according to the needs of the children in the class. The class teacher plans for all the children in his/her class and is responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups, partners or working independently. Some children may be taught with 1:1 support from an SEN teaching assistant.

We believe it is important for children to develop relationships with a number of adults and so although a key worker may be allocated to support a child with an ECHP we encourage children to work with every adult in their class team.

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

Parents can speak to the class teacher at any time to keep up to date with their child’s progress. A report is sent home in the spring term of each year and parents evenings are run twice a year. Achievements are regularly shared with parents to celebrate success and the school will invite parents into school if they are worried about a child’s progress. Parents are invited to attend Plan, do, review meetings to help devise targets and agree on a consistent home/school approach.

Assessments of your child’s progress are made regularly so the teacher always knows where each child is in his/her learning and what their next steps are. The class teacher, SENCO and the senior leadership team regularly meet up to discuss such progress and arrange extra support where required. Regular homework is set and parents can support their child’s progress by helping them complete this work.

6. What support will there be for my child’s overall wellbeing?

Children’s wellbeing and emotional health is as important as their academic progress. Class teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. We deliver a PSHE programme throughout the school to promote positive relationships. We have a learning mentor and family liaison officer within the school who will help families work through any difficulties that may affect the child’s performance in school. We operate a culture of Restorative justice encouraging accountability. We also have three trained Trauma Informed Schools practitioners who work 1:1 or in small groups with identified children.

Within our ARB and where appropriate for other children with SEN within the wider school, Individual behaviour plans and expectations are developed with parents. When a child's behaviour becomes challenging, Teachers are supported by the SENCO and senior leaders in understanding the behaviour and agreeing with parents as to how best to manage it in a positive and proactive way.

Our First Aiders support individual medical needs and staff are trained, where required in the emergency administration of medicine. All Personal care needs are met by staff in each class. We pride ourselves on how we maintain the dignity of this important aspect of a child's health and care needs.

7. What specialist services and expertise are available at or accessed by Trevithick Learning Academy?

Senior leaders, teachers and support staff are skilled in meeting the individual learning, behavioural and social /emotional needs of children with moderate and complex learning difficulties. The school also has access to a range of specialist services including;

The Educational Psychology Team (EP), the Autism Advisor, Speech and Language Therapists (SALT), Community Paediatricians, Occupational Therapist (OT) and Physiotherapy colleagues, the school nursing team, the Child and Mental Health Team, Early support, Teachers of the deaf/ visually impaired, etc.

8. What training have the staff at Trevithick Learning Academy had or are having?

All staff, both teachers and support staff receive comprehensive and ongoing training in meeting the needs of children with moderate and complex learning difficulties. A detailed induction programme is followed by a mentoring programme with experienced staff observing and feeding back to new staff. All staff receive mandatory annual Safeguarding training. Many staff have also been trained in Makaton, BSL, First Aid, Epilepsy, diabetes, Feeding through Mic-Key tubes, intimate care, hoist, physiotherapy, AAC, Behaviour Management, Autism Champions, Speech and Language, Team teach training, sensory processing, Pathological Demand Avoidance, Trauma Informed Schools, etc. The school benefits from buying in a risk assessment officer who makes routine assessments of the school on a regular basis, developing personal evacuation plans (PEEPS), evaluating access and ensuring our school is fully accessible.

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

As a fully inclusive school, all children participate in the whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children and across time but we differentiate the activities and expectations to enable all children to take part. Parents are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. All trips are risk assessed and children with special educational needs and/or disabilities will have personalised risk assessments.

10. How accessible is the school environment?

Our site is a fully DDA compliant and an accessible single floor school.

11. How will Trevithick Learning Academy prepare and support my child to join the school and then transfer to college?

The SENCO works closely with all children within the school and liaises 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 environments. The class teacher and I 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. More recently the mental health support team have established peer mentoring opportunities, where year 10 children train to support vulnerable year 7 children.

For children with ECH Plan's the SENCO 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 placement is applied for through the annual review process and must be submitted 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.

12. How are Trevithick Learning Academy's resources allocated and matched to children's special educational needs?

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted where necessary.

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

When children whose SEN circumstances, health requirements or complex learning needs indicate that additional support may be required, discussions are held between the class teacher, SENCO and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, circle times etc.

If the evidence suggests that even higher levels of support may be beneficial, this is agreed by senior leaders and the SENCO will request additional support from the Local Authority. Parents will be made aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. Support is reviewed on an ongoing basis.

14. Who can I contact for further information?

You can contact the school secretary for further information and a prospectus. You may also speak to the head teacher or SENCO for more information on our provision.

The first point of contact for anything relating to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or write in the Home School Diary. For matters not directly related to your child's progress, parents are invited to contact our main office where the Deputy/Head teacher will be available to talk with you.

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

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.

16. How is our local offer reviewed?

Our local offer is developed through consultation with the senior leadership team, governors and staff. It will be reviewed by Governors on an annual basis.

Finally should you want to know what our current parents feel about Trevithick Learning Academy please follow the link to Parent View on the Ofsted Website.

This list is not exhaustive, questions will be added as they arise to ensure a consistent approach to our provision.