



Tywardreath School

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Dedicated time weekly: 2 days

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*'The school supports pupils with SEND well. Staff identify their needs accurately. Teachers adapt learning to meet these needs. This means that pupils with SEND learn the same curriculum as their peers. They progress well through the curriculum'. **OFSTED 2024***

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- ✓ An inclusive, adapted and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by quantitative and qualitative termly assessments.
- ✓ Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of assessment for Education, Health and Care Plans.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (or statements) are on our Record of Need.

How we identify children that need additional or different provision:

- ✓ Ongoing curriculum assessments
- ✓ Termly data to track progress
- ✓ Pupil progress meetings where the class teacher, SENCO and senior team leaders discuss pupil progress, interventions and impact.
- ✓ Class teacher refers to SENCO – identify their needs and track them on class lists for a minimum of 6 weeks, plan and deliver necessary interventions and provision tailored to their needs in order for them to ‘catch up’, monitor and assess their progress, consider transition to ‘SEN Support’ if they are not making necessary progress and have a particular area of need, further assessments by specialists, including those from external agencies carried out and an action plan put in place.
- ✓ Further assessments by specialists, including those from external agencies



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We take a holistic approach to all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class teacher, teaching assistant, SENCO and Headteacher	Ongoing when required
Parents' Consultations	Class teachers, SENCO, parents and pupils	Termly
Home-School Book	Individual children, teacher, teaching assistants and parents	Daily
Assess, Plan, Do, Review meetings	Class teachers, SENCO, parents and children	Termly
1:1 Pupil Coaching	Class teacher and individual pupils	Half termly
Annual SEN reviews	Class teacher, teaching assistant, SENCO, parents, Headteacher and outside agencies	Annually
Team Around the Child/Family meetings	Class teacher, teaching assistant, SENCO, parents, Headteacher and outside agencies	When required
Pupil Parliament	Pupil representatives, teacher and Headteacher	Every 2 weeks
Pupil voice	Children, teachers, Senior leaders, and Local Monitoring Committee	Termly

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SEN Co-ordinator in partnership with the child, their parents and the class teacher. Please see our SEN Policy for further details.

This year, provision made for children on our Record of Need has been:

- ✓ **Communication and Interaction:**
 - Speech and Language Therapy and related interventions, communication and the use of visual CPD, communication books, use of technology to support individual needs in class, ASD support from external agencies, social skills support, alternative augmentative communication aids and visual timetables and support.
- ✓ **Cognition and Learning:**
 - Memory and cognition CPD, pre-teaching and re-teaching of knowledge and skills learnt in lessons in small group interventions, memory workshop to develop strategies to improve short term memory, phonological awareness intervention to support with



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reading and spelling, Precision teach interventions, small group interventions in maths and English, undertaken Dyslexia Screening Tests to identify specific areas of need in Literacy, sent home additional homework for parents to support and consolidate their learning at home.

- ✓ Social, Emotional and Mental Health:
 - Thrive assessments and action plans for individual children, daily 'meet and greet' sessions for vulnerable children, key people assigned to children with social and emotional needs as a first point of contact, behaviour for learning individual reward systems, quiet areas provided for children, involvement of Behaviour Support to evaluate strategies in place for specific children and complete observations, structured lunch time support and social stories used for social skills. Mental health and well being resources and strategies available to all children in all classes. External support from Children's Mental Health Support Team (NHS).
- ✓ Sensory and/or Physical Needs:
 - Fine motor and handwriting interventions, multi-sensory teaching strategies, fine and gross motor skills activities and interventions, Occupational Therapy support as well as referrals and staff cpd. Sensory supporting resources, movement breaks and introduction of sensory circuits.

During the 2025/2026 academic year, we had 22 children receiving SEN Support and 15 children with an Education, Health and Care Plans or Statements of Educational Need.

Year	SEN Support	EHCP
EYFS	1	2
1	4	4
2	3	5
3	3	0
4	5	3
5	2	1
6	4	0
Total Number	22	15

We monitor the quality of this provision by:

- Setting SMART targets
- Reviewing class and individual provision plans
- Monitoring Teachers planning, pupils work and learning environments
- Pupil voice
- Lesson/intervention observations
- Learning walks

We measure the impact of this provision by:

- Analysing pupil progress data
- Review targets and provision during Assess, Plan, Do, Review meetings



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- Pupil progress meetings

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Learning support in Classrooms
- ✓ SEND
- ✓ Support in our SEN Inclusion base
- ✓ 1:1 pupil provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Breakfast club
- ✓ PPA cover
- ✓ First aid
- ✓ Swimming support
- ✓ Support with educational visits/residential trips
- ✓ Creating practical learning resources and provisions such as visual timetables, individual behavioural systems etc.

We monitor the quality and impact of this support through our school monitoring system. This includes personal target setting, regular reviews, observations and pupil voice.

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £135,354 (TBC)

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Health and safety training	All staff	- Guidance and support for school staff - Swimming pool rescue
Curriculum Training	Teaching staff	- Handwriting - Reading Comprehension - RWI - Spelling curriculum - New writing curriculum - Writing moderation - Literacy updates - Maths problem solving



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		- Maths updates
Teaching and Learning	Teachers	- Insight training - Walkthru T&L strategies - Enrichment - Assessment - Behaviour management Policy - Thrive
Safeguarding training	All staff	- Safeguarding review training - Ongoing reviews and updates during the year
SEND	Teachers	- Communication and interaction - Sensory training - SEND provision Maps - SEND adaptations and evidence - Trust support and CPD
SEND monitoring	SENDCo All staff	Monitoring of provision and areas to improve for pupils with SEND
Subject leadership training	Subject leaders CPD	Curriculum developments

We monitor the impact of this training by monitoring teaching and learning.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ SEND Network meetings
- ✓ Visit nurseries and Early Years settings to meet new intake, meet with parents of children with SEN to assess their needs and make plans for appropriate provision in the new academic year.
- ✓ Transition days, both to and from Tywardreath school
- ✓ Providing opportunities for curriculum days and include children with SEND
- ✓ Working with other schools within our trust

This year, 3 children requiring SEN Support came to us from our partner schools. 4 children on our Record of Need in 2025/26 made a successful move to our partner schools.

We support the transition from year group to year group by organising early transition opportunities for those children who need it, in addition to the 'whole school' transition process. For children with SEN, transition is individualised for those who need it and can include, home and pre-visits to the new learning environment, social stories about moving to the next class, additional opportunities for children to bond with the new teachers and teaching assistants, as well as transition books and visuals which can be taken home during the summer holidays.

The transition from year 6 to secondary school is supported through sharing important SEN information and data, including previous and current provision maps/targets, list of interventions



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undertaken, involvement of external agencies and opportunity for children to visit their new school on more than one occasion, getting to know daily routines, the areas of the school, etc.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our complaints policy on our website.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs C McColville

The Designated Children in Care person in our school is Mrs C McColville

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is adapted and made accessible to children/young people with SEN, can be viewed on our school website.

Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.