



Nansloe Academy SEND Information Report July 2024

Nansloe Academy is a part of Aspire Multi Academy Trust since July 1st, 2021. Nansloe Academy is a single form entry school with level access to the whole site. We have previously had an intermittent wheelchair user and have had both a pupil, a volunteer helper and a member of staff who were wheelchair users. Over the last few years, we have had several pupils with Severe and Complex Needs, at the present time we have three children with an EHC Plan and a further four children for whom an application has recently been made. In addition, we have children who have dyslexia, as well as those who are less able in areas of learning such as Literacy or Numeracy. We also have children with diagnoses of Autism, who are awaiting assessment or who show strong autistic tendencies in some areas as well as several children with hearing loss. One of our Teaching Assistants is now designated a Learning Mentor. Her role being to act as a link between parents and the school. In addition, the Learning Mentor is also trained as an Autism Champion and can offer additional support to pupils, parents and staff. We also have a TA trained as a Dyslexia Champion to work in a similar way to the Autism Champion, supporting pupils, parents and staff with areas relating to Dyslexia. We have a teacher and two teaching assistants trained to deliver a “Trauma Informed Schools” approach through work with individual children, groups and school wide.

The SENDCo follows a pro-active multi-agency approach. We are keen supporters of multi-agency working and are happy to engage with the CAF/TAC process, with our SENDCo taking the Lead Professional Role when this is appropriate.

We have a large number of pupils who are from Service Families and attempt to support them as much as possible; as part of this support we attend multi-agency meetings at Culdrose Community Centre and are part of the MKC HEROES organisation, a club for military children. We have a measure of teacher support time designated to the role of MKC Heroes co-ordinator.

We engage with all aspects of Equality and Diversity issues, seeking help and advice as appropriate to inform our planning for our Single Equality Scheme.

Date: July 2024

Responsible person

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

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




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

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




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

The levels of support and provision offered by our school

1. Listening to and responding to children and young people




<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"> • Planning reflects pupil’s ability and interests. • The views and opinions of all students are valued. • Student voice is represented in all aspects of the school. • Student voice is heard through: <ul style="list-style-type: none"> - questionnaires - School Council - pupil conferencing - pupil response to marking • PSHE lessons and circle times are used for children to discuss worries and concerns. • Each class has clear visual displays with photographs of staff members that can support children should they have any worries or concerns. • Assemblies feature “talk time” which is an opportunity to discuss issues together. 	<ul style="list-style-type: none"> • SEN pupils are included in all consultation groups. • Additional provision is developed considering student voice. • Nansloe runs a variety of after school clubs that children can plan and influence. • Vulnerable children have access to the small group time at lunch time, where they can discuss any problems or needs with staff. 	<ul style="list-style-type: none"> • Individual support is responsive to the needs and views of the pupil. • Pupils are at the centre of SEN Reviews and TAC meetings. Nansloe fully engages with the CAF/TAC process. • We operate a ‘Worry Box’ and an ‘I wish my teacher knew’ system where children can share their concerns and adults can follow these up with any necessary actions. • Learning mentor can meet with individuals to follow up any specific worries or concerns 1:1. • One to one counselling through play therapy and Dreadnought is provided for children in need along with TIS support. • We work in conjunction with outside agencies such as Dreadnought, Bishops Forum and Rustikated for individual children where necessary. • Our Military Welfare Officer supports individual children as needed.

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school works in close partnership with parents and carers. • Parents and carers are invited to attend parents meetings in the Autumn and Summer Terms. • An 'Open Door' policy where parents are welcomed and encouraged into the school. • Nansloe has a monthly newsletter to keep parents informed of school news and new initiatives. • Parent volunteers are welcome into the school to hear readers or support in class, in accordance with our policy. • We offer before school provision through our breakfast club, and after school provision. These are all managed by the school rather than outside providers. • All parents are invited to termly autism café's that are run by the Cornwall ASD team alongside the area SENDCo and school SENDCo. 	<ul style="list-style-type: none"> • Families are invited to attend information sessions which provide information on supporting their children at home. • Children classified as SEN Support are offered a termly parent teacher consultation to discuss, contribute and review individual targets and receive a copy of their child's individual provision map. • Where appropriate, TIS sessions are used to support children. • The SENDCo is available to meet with families as required. 	<ul style="list-style-type: none"> • Parents and carers are encouraged to attend EHCP reviews, SEN reviews and TAC meetings – where their views form an integral part of the meeting • Parents are invited in to hear feedback from professionals eg Educational Psychologist. • All documentation is presented in a parent friendly format. • Those parents with specialised needs are supported by trained members of staff, e.g. our Autism Champion, Dyslexia Champion. We support parents with access to training courses aimed at them and attempt to encourage parents with similar interests to attend these courses together. • Parents of children with SEN are invited in to meet with the SENDCo as appropriate, and she is available to meet at their request. Parents are kept informed of targeted work being undertaken with their children.

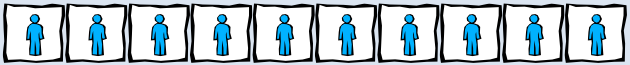
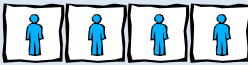

<ul style="list-style-type: none"> • Information on parenting workshops and specific courses is sent out regularly via email. • Representatives from the Early Help Hub are present during parent meetings to offer parenting support and advice. 		
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3. 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> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all pupils. • Termly tracking and pupil progress meetings identify pupils who need specific support or interventions. • Assessments are used to identify students who need specific interventions. • We ensure a broad and balanced curriculum, with a whole school focus on the development of learning skills 	<ul style="list-style-type: none"> • Intervention packages are bespoke, and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress and to take advantage of staff areas of specialism eg dyslexia. • Small group intervention includes: 	<ul style="list-style-type: none"> • Students with additional needs and/or disabilities can access the curriculum with adult support as appropriate e.g., through hearing loop or digital technology. • Careful differentiation includes the use of multi-sensory, outdoor learning, kinaesthetic and practical activities for pupils with individual needs. • There is a focus on enabling the child to access learning e.g., through the provision of sensory breaks, chunking

<p>and habits – our Nansloe Learning Powers.</p>	<ul style="list-style-type: none"> - literacy – reading, phonics, comprehension, spelling, writing - handwriting - numeracy - speech and language - social skills - sensory - Fine and gross motor skills - Funfit sessions - Outdoor nurture sessions for small groups and on a 1:1 basis - TIS support 	<p>of work and additional visual resources etc.</p> <ul style="list-style-type: none"> • Learning is adapted where necessary to meet the needs of the individual learner.
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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"> • We adopt an evidence-based approach to teaching and learning. • Lessons have clear objectives that are shared and discussed with pupils. These relate to the learning as well as the essential learning habits we wish to develop. 	<ul style="list-style-type: none"> • Comprehension Groups • Precision Teach • TIS • Speech and Language assessments and intervention 	<ul style="list-style-type: none"> • Braille Software and assistive technology, access to VI library service. • Controlled acoustic environment where needed, wave sound system. • Pencil Grips. • Speech and Language Support. • Targeted phonic intervention. • TIS

<ul style="list-style-type: none"> • VAK range of teaching and learning styles. • In-class adaption of work and/or outcomes for activities. • Work is regularly marked in accordance with the school's marking policy, strengths and next steps are identified. • Non-written tasks: recording, typing, photographs, drawing, Teacher/TA scribing where necessary and appropriate. • Pupils receive feedback on their assessments and progress. • Working/learning walls and displays. • Access to learning support materials – word lists/mats, number lines, 100 squares, IPad, dictionaries etc. • Use of concrete equipment in numeracy. • Visuals such as timetables, traffic lights and task boards are used consistently by staff. • Adult support and position in class – Teacher and TA. • Whole school behaviour systems in place and weekly celebration assemblies. 	<ul style="list-style-type: none"> • Wellcomm assessments and interventions • Time to Talk • Phonics Groups / Fresh Start • Sensory breaks offered as necessary • Counselling services • Visual supports such as timetables, spot timers, traffic lights and now and next boards • Sensory boxes included in all classrooms. • Individual provision maps 	<ul style="list-style-type: none"> • Sensory groups, provision of appropriate resources e.g., Posture Cushions and sensory baskets. • Now and Next boards, spot timers and sequencing strips used where necessary. • Specific individualised reward charts. • Timeout Space/sensory tents. • Fidget Toys. • Adapted spellings/homework. • 1:1 TA scaffolding during taught sessions. • Coloured overlays • 1:1 reading. • 1:1 Writing Support. • Support from outside agencies (Behaviour Support, Speech and Language, CAMHS, ASD Team, Educational Psychologist, and dreadnought.) • Dyslexia friendly resources • Dual language resources. • Multi-sensory task frames.
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<ul style="list-style-type: none"> • House teams • Individual rewards and praise – positive reinforcements. • Teachers and TAs receive regular and up to date training. • The Senior Leadership Team carry out regular learning walks and classroom monitoring visits to ensure high quality teaching and learning is taking place. • Children are taught how to be good learners and there is a whole schools focus on The Nansloe Learning Powers – Readiness, Responsibility, Resourcefulness, Resilience, Relationships and Reflectiveness.) 		
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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"> • Students are encouraged to be independent. • Students have access to literacy and numeracy resources to support them in lessons. • Students are encouraged and rewarded to take responsibility for their 	<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, pencil grips and timers. 	<ul style="list-style-type: none"> • Children are encouraged to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g., asked peers, checked books, used resources and working walls etc.

<p>belongings.</p> <ul style="list-style-type: none"> • Our Learning Powers promote self-help and independence (Be Ready, Be Resourceful, Be Resilient, Take Responsibility, Build Relationships and Always Reflect.) • School Council. • Weekly Learning assemblies that focus on our Learning Powers and other key self-help and independence goals e.g., emotional regulation and brain chemicals. • Whole school TIS approach to social and emotional development. • Readily accessible resources; tidy and well-organised classrooms and learning spaces. 	<ul style="list-style-type: none"> • Dyslexia friendly resources are available in every classroom as appropriate to age and stage. • Students in need of support with social and self-help skills can access support through interventions such as TIS • Trauma Informed Schools Approach. 	<ul style="list-style-type: none"> • Specialist advisors come into school to support children with complex needs to gain self-help and life skills. • Trauma Informed Schools Approach. • Task frames, visual timetables, traffic lights, sequencing strips, now and next boards and spot timers used where necessary.
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6. Health, wellbeing, and emotional support

<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"> • Our Learning Powers approach which includes whole school assemblies. • PSHE lessons include all students. • Pupils have access to a school nurse on a referral basis. • Risk assessments and safety policies are in place to ensure all children are 	<ul style="list-style-type: none"> • If appropriate intervention groups to help self-esteem issues are available. • Bereavement counselling can be sought upon request. • Where a child has a particular health 	<ul style="list-style-type: none"> • TACs, Early Support meetings and EHCP reviews are supported by a range of agencies. • Additional support for pupils can be requested from: CAMHS; social care; Dreadnought; Penhaligan's friends,

<p>safe within the school and whilst on trips.</p> <ul style="list-style-type: none"> • Resilience is promoted through competitive sports events available to all and through opportunities to debate issues and maintain a point of view under challenge. • We offer the Universal Free School Meals to all Key Stage One children and encourage children in Key Stage 2 towards healthy eating. • We offer fruit to all pupils every day and milk is available for all children at lunchtime. • We offer the Worry Box system for children to share their anxieties and will seek to obtain support should this be indicated. • People who can help me are displayed in every classroom. • Recognition boards in every classroom • Open door policy for parents • Three of the Senior Leadership Team are trained in Safeguarding to Designated Person level. • As part of our commitment to integrated working we welcome visits from outside agencies such as School Dental Service and the School Nursing Service • Most of our staff are paediatric first aiders. • Whole school TIS approach including class TIS targets. • Whole school focuses to support 	<p>issue, we will endeavour to share relevant information and to discuss that child's needs with classmates to allay feelings of anxiety or confusion, e.g., where a child has an ongoing medical condition such as diabetes.</p> <ul style="list-style-type: none"> • There are strong transition systems in place to reduce anxiety when moving classes or school settings. • TIS/ counselling/ pastoral support is available as needed. • Positive behaviour plans are developed in conjunction with children and parents where necessary. 	<p>Bishops Forum and Rustikated.</p> <ul style="list-style-type: none"> • Students with specific medical conditions have an individual health care plan. • Support Staff undertake training as appropriate to be able to support children with specific health needs, e.g., Manual Handling. • Staff support children with specific needs e.g., physiotherapy under supervision from outside agencies. • TIS • Individualised support for children struggling to access school including reduced timetables and support from outside professionals.
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<p>personal development e.g. How to build positive friendships.</p> <ul style="list-style-type: none"> • DT coaching help to build self-esteem, health and wellbeing in whole class and small group sessions. 		
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7. Social Interaction opportunities

<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 students have opportunities for social interaction, regardless of need. • All students belong to a house team. • All students are invited on trips and visits. • School council and learning assemblies where talk is a focus. • Visitors from the community are welcomed into school. • Nansloe Academy offers a range of extra-curricular activities, provided by staff at no 	<ul style="list-style-type: none"> • Play time buddies are available to support children at play times. • Social skills groups. • Space and staff available for children finding playtimes challenging. • Sensory room available at all times. 	<ul style="list-style-type: none"> • Additional support for pupils can be requested from: CAMHS; social care; dreadnought; Penhaligan’s friends. • We have two members of staff who are trained as Autism Champions. They help to support those children who either have a diagnosis of ASD or who may display ASD tendencies • TIS




<p>extra cost to families. These include ICT Club, Hi5, Cricket, Gardening, Plymouth Argyle, HMS Heroes, as well as several targeted revision clubs.</p> <ul style="list-style-type: none"> • Classes all have 'Talk Rules' and 'Talk Partners' for encouraging good interactions and cooperation in class and around the school. • 'Think, Pair, Share' initiatives are used across the school. • No hands up policy used across the school to support children to 'opt in' • Children have roles and responsibilities. • Special days e.g., World Book Day when we work in mixed age groups. • Opportunities to work with children in other classes e.g., paired reading. • Buddy system in place to support our youngest children. • DT coaching help to build relationships, self-esteem, health and wellbeing in whole class and small group sessions. 		<ul style="list-style-type: none"> • One to one support with developing social skills and interaction with peers e.g., at playtime.
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8. The physical environment (accessibility, safety, and positive learning environment).




Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those students with 	<ul style="list-style-type: none"> • Many staff are trained in 'Team Teach' 	<ul style="list-style-type: none"> • Nansloe has previously had an intermittent wheelchair user. We

<p>SEND.</p> <ul style="list-style-type: none"> • Students feel safe in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies.) • All areas of the school are well-maintained, uplifting, positive and support learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. • All staff have completed their online e-Safety training, and this has been offered to parents. • Break out spaces provide a safe, calm space for any child who needs it. • Learning walls foster positive social skills, behaviour, and attitudes to learning. • All children have access to our highly bespoke sensory room. • DT coaching help to build self-esteem, health and wellbeing in whole class and small group sessions. • 	<ul style="list-style-type: none"> • We have specialist outdoor areas for both the Nursery and the Reception classes, which include a covered area, sand and water play, mud kitchens and space to use large outdoor toys, vehicles and large construction. • Children are able to access our constantly developing outdoor classroom that is run by our trained outdoor lead. • In addition, the school has a Story Garden, which acts as an extension to the Key Stage 2 Library and a Learning Area where all members of the school can work on ideas stemming from our "Improving Writing through Storytelling" work. • Children have access to our highly bespoke sensory room either individually or in a small group. 	<p>have an enabled facility which includes a hoist and a table for personal care</p> <ul style="list-style-type: none"> • At times, like all schools, we have faced dealing with children who might be on walking frames or crutches after accidents. • Children have access to our highly bespoke sensory room either individually or in a small group.
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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"> • We have an onsite Nursery and therefore strong links between Nursery and Reception enable children to make a smooth transition. • We have strong links with other Nursery providers and the Reception Teacher visits the children in their Nursery before transitioning across to Nansloe. • EYFS transition is well planned and takes place regularly and progressively. • There are strong links with the receiving Secondary school. Pastoral leads identify pupils who may need extra support. • Taster sessions happen throughout the year and in a variety of curriculum areas. • 'Move up' morning across the school allows all pupils to work with their new teacher. • Staff meetings are planned in for staff to share information as children move to the next class/year group/school. • As a military school we have high rate of migration and have systems in place to ensure effective communication as children from military schools move. 	<ul style="list-style-type: none"> • SENDCo liaises with Secondary schools, pre-schools and parents to ensure all information is shared before transition where possible. • Additional group Year 6 Transition is planned for more vulnerable groups of children or children who are feeling anxious over the move. 	<ul style="list-style-type: none"> • Where necessary, individualised transition programmes are put in place e.g., continuation of counselling sessions from one setting to the next with familiar adult; enhanced opportunities to access the new setting when fewer children are present, opportunities to spend time with new staff, provision of Social Stories etc. • Communication passports are supplied by current Teachers where necessary to support transition. • Speech and Language communication plans are developed in partnership with our in-house SALT and teachers. These are shared with schools during transition.

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

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Our evidence-based approach to school improvement and staff training ensures a focus on those areas which are proven to make the greatest difference. We have an on-going in-house training programme for all Teachers and TAs, delivered by our Head, SENDCO and TIS practitioner. • Subject Leaders will attend outside training in their fields and then deliver targeted training, for example in Phonics and Mathematics. • The majority of our team have a Paediatric First Aid qualification, and these are reviewed and updated regularly. • All in-service training is logged, and each member of staff has an ongoing folder showing their attendance on courses • Safeguarding training is reviewed via the Annual Safeguarding Audit, and the Designated Officer delivers training in house at regular intervals in accordance with the guidelines. This includes E-safety training which is also offered to parents. • Termly online training in a variety of areas 	<ul style="list-style-type: none"> • Our SENDCO is due to complete the NPQSENDCo Qualification and our Head is also SENDCO trained. We have one member of staff that has achieved their NPQH. We have two members of staff who have achieved Middle Management training with the NCSL. Two members of staff have completed their NPQSL and another staff member has achieved their NPQLT. • Several of our Teaching Assistants are undertaking/have completed degree level qualifications in their own time. • Two of our Learning Mentors have undertaken Autism Champion Training, and we have a Teaching Assistant who has followed a training 	<ul style="list-style-type: none"> • When we have a child who requires specialist help, we try to ensure that TAs and teachers working with those children have as much support and training as possible. • External bespoke training is sought where children have severe and complex needs • When we have had children who are wheelchair users, we have had regular manual handling courses for staff to ensure both their safety and the wellbeing of adults working with them.

<p>is undertaken by all staff members</p> <ul style="list-style-type: none">• Many of our staff are Makaton trained	<p>programme in Speech and Language work.</p> <ul style="list-style-type: none">• Our Dyslexia Champion engages in regular training.• One of our teachers is a qualified outdoor leader.• One of our Teaching Assistants is a qualified outdoor lead.• Two of our Teaching assistants Trauma Informed Schools trained• One teacher has a level 6 PE qualification.• Many members of staff are 'Team Teach' trained.• All teachers receive annual ASD and visuals training from the Cornwall ASD team	
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11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Support & advise line for parents	Support children and parents through the Children's Centres, ES and Early Help programmes	01872 324261
SEND Team at Cornwall County	Support children with SEND and their parents and schools	0300 1234 101
School nursing service	Support children, schools and families over health issues	01326 430 315
Speech and Language Therapist	Assess children with Speech and Language issues, deliver programmes which can be worked on at home and in school	See family information service (FIS) website or via school SENDCo
Child and Adolescent Mental Health Service (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	See family information service (FIS) website
Behaviour for learning lead (Aspire) and inclusion team	The behaviour lead offers advice and support when children exhibit challenging behaviour in school.	Via school SENDCo
Cognition and learning service	The service works alongside our school to support children with dyslexia and training/advice for teachers.	Via school SENDCo
School nursing service	The school nursing service provides confidential advice and support for children with health needs.	Via school SENDCo
Vision support team	The service works with visually impaired children and staff.	Via school SENDCo
Hearing support team	he service works with hearing impaired children and staff.	Via school SENDCo
Physical and medical needs team	This team supports with physical movement, mobility and occupational therapy.	Via school SENDCo
Education welfare officer	The Education Welfare Officer works with	Via school SENDCo

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	the school, parents and pupils to support regular school attendance.	
Community Children's Occupational Therapist	Assess children with a range of concerns and suggest ways to help them with physical and sensory issues	01872 253886
Educational Psychologist	Offer advice and support to the school in identifying pupils with additional needs and supporting the school to plan additional intervention for these pupils	Via school SENDCo
Dyslexia Support Service	Identify pupils with dyslexia and offer support for schools and parents in how to best support the pupil	01872 324242
Autism Spectrum Team	Support for children with an ASD diagnosis including advice for staff.	Via school SENDCo
Dreadnought	Working with children individually or within a group to build social skills and confidence.	01209 218764
Take 2	Provide support to young people to reduce the risk of exclusion and help to facilitate re-integration into learning.	07432084786
Bishops Forum	We support children and young people on a Journey of Change through a range of adaptable programmes that are designed to meet their identified needs.	01326 340912
Rustkated	Provide support to young people to reduce the risk of exclusion and help to facilitate re-integration into learning.	07464 722589

12. Pupil progress

Pupil progress is monitored termly in a range of ways, through various pupil assessments. Any pupil who is not on track to meet their end of year expectations or who has made no progress is discussed during Pupil Progress Meetings. These meetings take place with the Class Teacher, Head and SENDCo and additional support for these pupils is discussed and put in place. Decisions about intervention and SMART targets are recorded on a termly Individual provision maps for each child. Class Teachers also meet with parents to inform them of their child's progress and how we propose to support them in school. They can discuss ways the parents can

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help, and parents have also got the opportunity to make an appointment to speak with the SENDCo, should they wish. We adopt an “open-door” policy and encourage parents to share their thoughts and worries promptly to ensure the best provision for their children.

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

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

The school also uses the Aspire If you wish to complain

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

iona.stoddard@iaspire.net .

Cornwall’s Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childreancesservicesdirectory.org.uk>